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Teacher Development and Emotional Intelligence

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Teacher Development and Emotional Intelligence

by

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Abstract

During my final semester as a TESL (Teaching English as a Second Language) student—while also teaching college ESL classes—I found myself curious about the emotional aspect of teaching. An education class I was enrolled in at the time happened to be covering a unit on “Teaching the Whole Person”, in which we discussed ‘emotional intelligence’ or EI (Diaz-Rico, 2008, p. 35). The construct of Emotional Intelligence (EI) is comprised of five main categories: intrapersonal, interpersonal, stress management, adaptability, and general mood (Bar-On, 1997). I began to contemplate whether or not traditional methods of professional development (PD) address EI. This led to my own investigation – a project – or thought experiment – to link the emotional aspect of teaching to best practice pedagogy.

PD in the form of graduate seminars and teacher education programs is ignoring something that appears so simple and obvious to me—time spent in teacher talk is worthwhile. Teacher talk, or what I will refer to here as the Conversation Circle, provides the practitioner with a built-in mode of reflection using authentic content, and reflection is widely known in our profession to be a fundamental component of teacher development.

Using a strategy from, “Teaching with Emotional Intelligence” (Mortiboys, 2005), I set out designing the Conversation Circle. Analysis of the Conversation Circle identified salient features of teacher talk, which by its casual nature fosters collaboration and reflection, and presents possibilities for application to teacher education and professional development.

Keywords: Emotional intelligence, reflection, collaboration, professional development, communication

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Chapter I: Introduction

If America's next generation of teachers is to exercise responsible pedagogy, then preparations for the task must be made now, chiefly in the classrooms where the formative stages of teacher development are taking place. Teacher training programs and professional development opportunities are in abundance as a steady stream of new legislation continues to transform the educational experience. The profession of teaching is changing. Teacher training programs are increasing the role of the teacher and with that, teacher-training programs sometimes fall short of engaging teachers in meaningful conversations about interpersonal and intrapersonal attributes as self-regard, self-awareness, assertiveness, social responsibility, and empathy - all fundamental to becoming a responsible practitioner. Emotional Intelligence (EI and all other acronyms, Appendix A) is all of these attributes and therefore is an essential component to a teacher's subject expertise (Mortiboys, 2005). Zoshak (2016) artfully describes a possible shortcoming of teacher education programs in this way, "one such potential blind spot that draws attention in some teacher education programs today is the inseparability of emotions and teaching/learning" (p. 211). Goleman (1995), Gardner (1993), and Mortiboys (2005) agree that developing emotional intelligence (EI) is quintessential to becoming a reflective practitioner, and a critical attribute of teacher effectiveness. Lantieri (2008) puts EI center stage when discussing current social and emotional learning (SEL) initiatives in place at many K-12 schools. She goes on to elaborate on how teacher and student EI, are what create in our students "good social and emotional skills early in life... (these skills) make a big difference in (students') long-term health and well-being (Lantieri, 2008, p. 16). Inculcating the minds of teachers with a respect for and disposition toward highly developed EI is paramount in teacher preparation and sustainability

(Mortiboys, 2005, p. 112). It may be that teachers with underdeveloped EI will struggle to meet the multitude of needs of 21st Century learners (Lantieri, 2008). As Rust (2014) explains, “during the last decade, research has shown that teachers who work to develop relationships, while delivering relevant and rigorous instruction, demonstrate greater student achievement” (p. 5). Conducting a professional development (PD) opportunity based on the role of EI was a thought experiment in which I hoped to encourage teachers to care about education in new and different ways.

This project introduces the construct of a Conversation Circle: a workshop-like session designed to encourage teacher-talk and reflection on the topic of emotional intelligence (EI). I was curious how, or if, attributes of EI could develop in teachers by providing a place of conversation where discussion was structured but not formal, and where the vocabulary and definitions of EI and its categories were explicit. EI consists of five categories, with each category having two or more sub-categories (Appendix B for complete listing):

Intrapersonal (self-awareness and self-expression):

- Self-Regard: To accurately perceive, understand and accept one’s self
- Emotional Self-Awareness: To be aware of and understand one’s emotions

Interpersonal (social awareness and interpersonal relationship)

- Empathy: To be aware of and understand how others feel
- Social Responsibility: To identify with one’s social group and cooperate with others

Stress Management (emotional management and regulation)

- Stress Tolerance: To effectively and constructively manage emotions
- Impulse Control: To effectively and constructively control emotions

Adaptability (change management)

- Flexibility: To adapt and adjust one's feelings and thinking to new situations
- Problem-Solving: To effectively solve problems of a personal and interpersonal nature

General Mood (self-motivation)

- Optimism: To be positive and look at the brighter side of life
- Happiness: To feel content with oneself, others and life in general. (Bar-On, 1997)

This study, or thought experiment, follows a group of six English as a Second Language (ESL) teachers through a series of conversations; the teacher talks, or Conversation Circles, are guided by eight hypothetical scenarios an ESL teacher may face in her day-to-day practice.

Teaching and learning rely on human behavior that empowers the teacher and the student in processes of transformation. While discussing hypothetical scenarios, the teachers view the scenarios through the lens of Bar-On's (1997) five categories. The teachers were then asked to write in their journal at the end of each session.

Problem

Teacher training programs show a general lack of addressing the whole person, namely the emotional aspect of teaching and learning. Teachers need to connect and relate on an emotional level with their students. As Zoshak (2016) writes, "what teacher education programs can't quite seem to see is that emotions cannot be separated from the teaching/learning process" (p. 211). I conducted this research because I believe that interest in, understanding of, and enthusiasm for the emotional aspect of teaching and learning will improve interactions between

teachers, administrators, students, and parents, and this could affect positive change to current systems.

Research Question

- Will a Conversation Circle focusing on elements of emotional intelligence affect change in teachers' attitude toward, interest in, and knowledge about the role emotional intelligence plays in their teaching practice?

Chapter II: ‘Conversation Circles’

Having experienced many teacher professional development (PD) events, it seems that teacher-training allows very little time for the essential skill building of interpersonal communication, adaptability, problem solving, and stress management—all categories of EI. A PD that supports and fosters a growth in knowledge and understanding of EI and the importance of teacher talk time, the Conversation Circle, may be a critical attribute of a teacher's pedagogical design that is missing from traditional teacher PDs or teacher education programs. “Traditional” will be defined here as defined by Butler, Lauscher, Jarvis-Selinger, and Beckingham (2004): one to one meetings with teacher colleagues and/or school administrators, teacher training workshops, and teacher conferences. The aim of the Conversation Circle was for the teacher to engage as the learner outside the structure of traditional teacher training where formality can sometimes impede authenticity.

Goals and Objectives of the Conversation Circle

1. To present basic information about EI.
2. To share research regarding connections currently being made between teacher effectiveness and EI.
3. To encourage a reflective teaching practice.
4. To encourage familiarity with the vocabulary of EI.
5. To become acquainted with the literature and resources regarding EI and the potential to manifest positive teacher-student relationship and successes.
6. To make connections between self-awareness and best practice pedagogy.

This exploration into a possible relationship between developing teacher EI and the Conversation Circle was three-fold: (1) bring attention to the role of EI in one's teaching practice, (2) record authentic talk about teacher-student interactions (TSI) and teacher-teacher interactions (TTI), (3) allow time for teachers to reflect on their practice with regard to Emotional Intelligence (EI). Rubenfeld, Clément, Lussier, Lebrun, and Auger, (2006) along with Mortiboys (2005), Mayer and Salovey (1997) identify that teachers who have highly developed EI are more likely to perform in effective and positive ways in TSI and TTI. The research of the Conversation Circle is a thought experiment into what is possible if teachers are offered time, dialogue with colleagues, and vocabulary to consider while reflecting.

Chapter III: Literature Review

Defining EI

EI is comprised of multiple categories and is approached through various perspectives based on the researcher's design. It involves the cognitive and emotional mind and the behaviors associated with both—no doubt, the many facets of EI and its role in teacher development have infinite strands of definition. It is an aptitude concerning multiple areas of human behavior, comprised of a number of categories including, but not limited to, the intrapersonal and interpersonal attributes of self.

Self-awareness, one of the 'interpersonal' attributes of EI, helps the teacher develop a reflective practice (Mortiboys, 2005). Williams and Burden (1997) explore teachers as reflective practitioners, noting such pioneers as Carl Rogers and Abraham Maslow, early theorists who laid the groundwork in education with theories such as (Maslow's) hierarchy of human needs, which includes interpersonal closeness, and self-esteem (Williams & Burden, 1997, pp. 34-35). Williams and Burden (1997) point out that critical reflection is central to developing EI, and that EI is central to developing an effective teaching practice.

Williams and Burden (1997) write about schools of thought, in the learning environment, including the humanistic approach to education that hinges on "learning which is self-initiated and which involves feelings as well as cognition" is most likely to be lasting and pervasive" (p. 35).

Behavioral psychology can tell us a great deal about the relationship between cognition and emotion. Elaborating on the effective teacher, Williams and Burden (1997) state that learning cannot take place in a vacuum. The environment created through (TSI) not only matters,

but is complex and involves non-tangibles, such as how a student or teacher feels about the social-emotional learning (SEL) experience. A professor of mine once said, “when a teacher appeals to students’ emotions as well as their cognitive abilities, the teacher-learner connection is usually strong and effective” (Kim, 2010). Learning, teaching, and the aspect of emotion involved on both the part of the learner and the teacher cannot be held separate from one another.

Adding to the complexity of EI, Goleman (1995) shares that the growing field of EI presents its audience with three main models, but notes that there are still seemingly infinite variations of these models. Goleman (1995) does not give each of these three models a distinctive name, but instead, identifies them as such:

That of Salovey and Mayer rests firmly in the tradition of intelligence shaped by the original work on IQ a century ago. The model put forth by Reuven Bar-On is based on his research on well-being. And my own model focuses on performance at work and organizational leadership, melding EI theory with decades of research on modeling the competencies that set star performers apart from average. (p. xiii) For this project, we can take all three into consideration as defining EI: one type of intellect measurable by teacher reflection and teacher action.

Developing EI

There are two widely known theories regarding the development of EI. One theory is that, like IQ, you are born with your maximum capacity, meaning you cannot *develop* EI. The second posits the ability to develop EI through various channels of practice, one being self-reflection, another, human experience. This project hinges on the later.

Goleman (1995) mentions that the study of EI has experienced some dissent in regards to its value, mainly by those scholars who firmly embrace Intelligence Quotient (IQ) as the best predictor of success. Goleman (1995) insists that as interest in EI develops, branching out into professional and personal dialogues, research will ultimately reveal that it is central to

individual's professional success and equally as important as IQ. Mortiboys (2005) and Rogers and Freiberg (1994) strongly support the belief that EI can, and should be, developed.

Krashen's 'affective filter hypothesis', highly regarded in the field of second language acquisition (SLA), involves Bar-On's (1997) model of EI, namely sub-categories such as stress tolerance, impulse control, flexibility, and the category of general mood. This hypothesis has had an impact on the way teachers approach their practice in regards to pedagogy and classroom culture. The 'affective filter hypothesis' is mainly in relation to students' success, not teacher success, but the relationship between the two is consequential. That said, when a teacher's affective filter is high, they are less likely to take on any new information. The Conversation Circle was created with this in mind—if teachers are more relaxed, learning in a less formal setting, perhaps a space for cultivating EI can be realized.

Measuring EI

In the most basic of explanations, measuring EI begins with what is called the Emotional Quotient, or EQ. Mortiboys (2005), Goleman (1995), and Ghanizadeh and Moafian (2010) agree that the EQ of a teacher reveals how effective they will be in the classroom and how they will experience job satisfaction. There are a number of ways to measure individuals' EQ and many workshops, trainings, and PDs have focused on developing individuals' EQ based on an initial inventory of composite scores from an EQ assessment. This assessment is a commonly used scientific measure called the Emotional Quotient Inventory, or EQ-i (a.k.a. EQ-360 and EQi). The EQ-i was developed to assess EI based on the Bar-On (1997) model and is a self-report measure. It includes 133 items, and when completed, is intended to give an overall EQ score (Bar-On, 2006).

It would be remiss not to briefly discuss multiple intelligences. Gardner (1983) illuminates the quandary between EQ and Intelligence Quotient (IQ) and how broad the gap seems to be between the two. He proposes, “when it comes to the interpretation of intelligence testing, we are faced with an issue of taste or preference rather than one on which scientific closure is likely to be reached” (Gardner, 1983, p. 17). Goleman (1995) disagrees, making the case that EI and IQ are two categorically different types of intellect, and one is not a better test than the other in predicting success. Goleman (1995) asserts that both are necessary to more accurately predict an individual’s success in *all* of the competencies of intellect and therefore, only testing one or the other offers insufficient evidence, not inaccurate evidence. EQ is a better predictor of success when the “soft” skills are being measured where an IQ test is expressly interested in measuring skills that have been identified as solely cognitive (Goleman, 1995, p. xiv). As Goleman (1995) has indicated, the categorical difference between IQ and EQ is in what is being tested. The testing of IQ is much less laborious than testing EQ, which brings us to operationalizing a measurement for EI where 133 questions is not sufficient. Since this project is not interested in measures of teacher EQ, but instead the development of EI, development will be measured through a system of word counts and analysis of narratives, not using EQ-i inventory or other such questionnaires.

Gardner (1983) states, “only if we expand and reformulate our view of what counts as human intellect will we be able to devise more appropriate ways of assessing it and more effective ways of educating it” (p. 4). The construct of EI is inherently difficult to quantify. To date, psychologists and other types of researchers use process-orientated, or qualitative research. Although some quantitative research is included in order to provide statistical data, most

methods reflect a qualitative approach. Methods include, but are not limited to the collection of ethnographic information, interviews, observations, journaling, and diary writing (Carson, 1996; den Brok, Wubbels, Veldman, & van Tartwijk, 2009; Ghanizadeh & Moafian, 2010). These methods, as pointed out by Mackey and Gass (2005), tend to elicit vast amounts of information that can then be triangulated to provide a data set that is robust, and has qualities that can both be viewed as reliable and valid. A unique example of qualitative research regarding the topic of teachers' emotional intelligence is provided in Carson's (1996) article, where the data set was collected by means of student letters. Carson (1996) sent out letters asking graduates to write her back with stories about the most effective professor they had while studying at the college level. Although Carson's (1996) exploration of teacher effectiveness is characteristically different from other current studies, she makes very enlightening remarks about appealing to students' cognitive and emotional self. Imai (2010) conducted two case studies to elicit data on the "role and meaning of emotions in SLA" (p. 278). Imai (2010) states that although results were mainly interpretive, "they are grounded on the triangulation of the multiple data obtained" (p. 288).

The Role of EI in Professional Development

Attitude and motivation are soft skills and are recognized elements of EI. In 1995, Goleman wrote that in the past 15 years, researchers and educators have, for the most part, acknowledged EI as not only important for business professionals, but also important for the field of education, referring to it as social and emotional learning (SEL) (p. xii).

In 1995 (I) outlined the preliminary evidence suggesting that SEL was the active ingredient in programs that enhance children's learning while preventing problems such

as violence. Now the case can be made scientifically: helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behavior but in measureable academic achievement. (p. xi)

Not a great deal has been done to integrate EI into teacher preparation programs. Yu (2010) states “the relationships between affective variables, language attitudes and motivation measures have been found to be important in Second Language Acquisition (SLA) studies” (p. 311). Yu’s (2010) study focuses more on the student than the teacher. Regardless, the study is important to cite here. It explores affective elements of the relationship between faculty members and their students, confirming that the classroom of the 21st Learner necessitates aptitude in EI for both the teacher and the student (Yu, 2010).

Furthermore, research into students’ self-efficacy shows that these attributes of the learner play a major role in learner motivation and success (Heine & Buchtel, 2009; Hsieh & Kang, 2010; Imai, 2010; Rubenfeld et al., 2006; Yu, 2010). This paper, and data from similar studies, namely Zoshak (2016), Mortiboys (2005), Goleman (1995), and Ghanizadeh and Moafian (2010) support that teachers, through reflective practices, can develop EI and positively affect learner motivation, and quite possibly, learner success.

As a graduate student, K-12 licensed ESL teacher, and now a coordinator for Adult Basic Education programming, I have had the opportunity to experience a vast array of professional development at a myriad of levels. These experiences continue to shape my practice. I find that teaching is not always a linear or cyclical profession, but rather some of each. Zoshak (2016) writes about constructing teacher identity based on both types of PD, traditional and non-traditional, “professional development, like teaching, is not simplistic, straightforward, and one-

note: even when brief and seemingly rushed, both can be a rich environment for reflection, learning, and responding to new discoveries (p. 220). Fullan (2005) states “networked learning communities” foster ownership (accountability) through “mobilizing the minds and hearts of peers (teachers)” and are “key to deeper, lasting reform” (p. 17). The critical role of EI in teacher development may have implications that non-traditional methods for PD are more beneficial as a daily support for manifesting such “deeper, lasting reform” as described by Fullan (2005) (p. 17).

Chapter IV: Research Methods

This study was exploratory in nature, to investigate the relationship between the Conversation Circle and potential development of teacher EI. This chapter provides an overview of the research methods by discussing the design and context of the study, providing details of the instruments of measurement, procedures, and data elicitation methods used to conduct the study, and concluding with a set of limitations. Appendix O provides demographic information of the teachers in this study.

Research Design

Exploring the Conversation Circle and its potential to affect change in teachers required two types of data collection: (1) a calculation of coded words from teachers' journals, (2) a close examination of elicited narratives derived from audio transcripts. Teachers were not randomly selected nor was there a control group or experimental treatments applied. The study investigated the role of EI in teachers' practice, using a Conversation Circle to frame teacher thought and talk. The Study focused on college ESL teachers on a university campus in one Midwestern University.

Narrative excerpts are consistently labeled; meaning teacher 'A' in one excerpt can be understood as the same teacher 'A' in another narrative excerpt. This continuity is less important when looking at the narrative excerpts as distinct pieces of data, but may be important when looking at the narratives across the collection to inquire for evidence of patterns in teacher talk and possible movement toward teacher development, change, or transformation (Appendices F, G, H, and I).

Research Setting, Context, and Sample

This study was conducted during the 2012 academic year within a large Midwestern university. The university is home to a college ESL program that serves national and international students studying English as a second language. Courses offered to the ESL students in the program are listed here: 'Reading and Writing', 'Listening and Speaking', and Cultural Orientation. The teachers in this study were teaching at least one of the courses named above and were also conducting tutorials with ESL students outside of classroom hours. The ESL students are post-secondary level students. The teachers in this study are students enrolled in the university's MA TESL program and all participants hold a Bachelor's degree level of education. Some of the teachers are first-year MA TESL students. All teachers speak more than one language and many of the teachers have experience teaching overseas. It is prudent to note that the teachers represented in this study may also be studying in a teacher license program at the same university. The teachers are all between the ages of 22 and 45 years old, all are U.S. citizens, and only one teacher out of the six is male. (Appendix O).

Instruments and Procedures

Eight teachers were recruited to participate in the study. Two of the eight teachers dropped out of the study before its conclusion. The researcher provided teachers with an informed consent letter notifying them of the purpose of the study and providing an active opt in. The letter indicated any potential risks and reinforced the confidentiality of their participation and survey results. Teachers were asked to participate in a pilot Conversation Circle. The analysis of the pilot helped in forming the procedures for the Conversation Circles that were used to elicit the data used for measuring the results of the study. In order to create an environment

that encouraged and empowered teachers to talk freely about their experiences, the style for the Conversation Circle modifies Mortiboys's (2005) diagram (Figure 4.1) which shows the role of EI in teaching. The diagram modified for this study (Figure 4.2) shows how the Conversation Circles are meant to overlap with categories of EI using hypothetical scenarios to encourage group discussion.

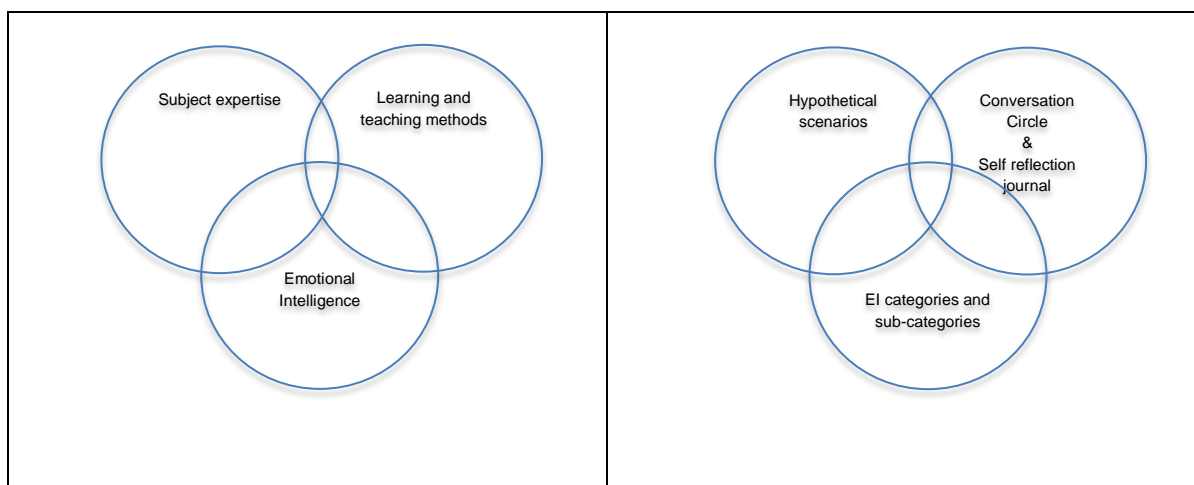


Figure 4.1 Role of EI in Teaching (Mortiboys, 2005, p. 2)

Figure 4.2 Overlap of Conversation Circles

The Conversation Circle used a balanced approach to professional development. It was consequential for the teachers to understand that the scenarios carry equal importance to the session, just as do the conversations with other colleagues and journal writing. Following the balanced approach detailed in Figure 1B, the participants review the categories and sub-categories of EI before each discussion, followed by discussion, and finally reflection through journaling. As laid out in Zoshak's (2016) study on 'tiny talks', a phrase to capture what she describes as "short conversations between colleagues", the study was designed to produce

authentic dialogue and narratives for analysis. The teacher journals were an instrument used for measuring the number of emotive words versus all other word types.

The narrative data for this study was collected through recording nine twenty-minute discussions over the course of one college semester. Mortiboys (2005), Zoshak (2016), and Carson (1996) wrote about the useful nature of narrative as evidence of change, “(students) connected their transformative experiences not with what the professor taught about the subject matter, but with a complex and personal encounter linking professor, student, and subject matter in an exchange as much affective as cognitive” (p. 2). It is this line of thought that inspired the creation of the methodology used for this study. In an article that uses a journal about narrative research, Watson (2007) shares “the act of writing the journal became a research methodology in its own right, a research tool for doing writing as a method of inquiry” (p. 866).

Each Conversation Circle included an agenda comprised of scheduled, timed segments. A session note assigned specific categories and sub-categories from Bar-On’s (1997) list, and a hypothetical scenario served as the conduit for the discussion. The agenda included time for journal writing. The categories and sub-categories were carefully chosen so as to logically follow with the daily scenario. For example, the hypothetical scenario for Data Set Six (DS6, Appendix E) involved the story of a teacher being critical of another’s teaching methods. In this case, one of the sub-categories chosen for the session’s discussion was *independence: to be self-reliant and free of emotional dependency on others*. Through this reflective process, participants discussed their thoughts, exploring attributes of emotional intelligence as applied to the given scenario. Every session had the same format: Appendix E details the eight Conversation Circle topics and hypothetical scenarios.

Conversation Circle procedure:

1. Time: 2 minutes–Welcome and introduction
2. Time: 15 minutes
 - a. Review categories and sub-categories for the session and quietly reflect on a relationship between the categories and sub-categories and their practice
 - b. Discuss examples of EI in regards to the session’s categories and sub-categories
3. Time: 3-5 minutes–individually read hypothetical scenario and quietly reflect
4. Time: 20 minutes
 - a. [this portion of the session was audio taped for data collection purposes]
 - b. group discussion on prompt in relation to the session’s categories and sub-categories
5. Time: 10 minutes–individual journaling on the Conversation Circle sessions topic and discussion

Each session lasted about one hour in length, spaced to occur every two weeks, starting in January with the final session in April, so the data elicitation took place over a period of 4 months.

Word coding analysis was only performed on the data elicited from the journals, and followed what are traditional patterns of English grammar and commonly accepted traits of English vocabulary. There were originally five categories of coding for word types: function, content, emotional, self, unidentified. The parts of speech (pronouns, prepositions, and conjunctions) were coded as function words, and the letter ‘f’ was used to symbolize a word coded as such. Examples of words coded as a function word are ‘happen, the, in, keep, and less’.

Words coded as content words were given the code of 'c'. Content words included, but were not limited to, words that were evidence of discussion relating to the field of teaching or the topic of emotional intelligence. Examples of words coded as content words are 'accommodation, assignments, classroom, and colleague'. Words coded as having emotive attributes are given the code of 'e' and are from many different parts of speech: verbs, nouns, adjectives, adverbs, and interjections. Verbs because they assert something about the subject, nouns because their special purpose might be a subject complement, an object complement, an appositive, an adjective or an adverb, adjective and adverbs because they modify by describing, identifying, or quantifying, and interjections because they are words added to a sentence to convey emotion. Examples of words coded as emotional are 'actualization, amazing, always, spirited, and defeat'. Examples of the category of self are given the symbol, 's', for words 'I or me'. The explorative nature of this study revealed the category of self as relevant through a pattern of frequent use. This final category, unidentified, and referred to as 'u' was ultimately removed from the study. Any 'u' words from participants were coded as 'u' because the handwriting was illegible.

In the planning stages of data collection, there was no anatomy or classification for what the analysis would reveal from the conversations. Transcriptions and the process of analysis was organic, listening repeatedly to the conversations disclosed patterns in thought and language. The purpose of the first review was to listen and transcribe. Often, several iterations were required to correctly transcribe the teacher's speech conventions and words. During the second interface with the transcription, the words were in print, allowing annotation to the narrative, connecting words, phrases, and idea-sharing to review of the literature. Finally, the purpose of all additional

interactions with the data was to read the transcribed and annotated data, and/or listen again in a non-linear fashion as a collective and not each as its own single data set.

Reliability and Validity

While transcribed narratives were annotated, providing for a systematic approach, an interrater reliability test was performed on the coding of words from teachers' journal entries. The total count from the journals was 4,998 words, of which 1,282 words were actually different one from another. For example, the word "teacher", singular or plural, was used 49 times but is only counted and coded one time.

Gass and Mackey (2008) recommend ten percent of data be used when performing interrater reliability tests. Ten percent of 1,282 words is equal to 128 words. This study used well over ten percent at 39% (or 500 words) of the total coded word data for testing and calibration.

The 500 words were randomly chosen and coded by an external rater who had no access to the original codes. Before calibration, results indicated a 65% match between the researcher and external rater. After calibration, the external rater and the researcher had an acceptable match at 84% (Appendices C and D).

Data Collection and Analysis Methods

The narratives reveal many attributes of teachers' metacognition as points for analysis, such as:

- how teachers think about how they teach
- how teachers think about their interactions with students and colleagues
- how teachers think about a failure or a breakdown in communication
- how teachers think about the role of EI in their profession

- how teachers think about their failures and recovery from failure
- how teachers reflect on their practice
- how teachers think about how they reflect

Narrative excerpts were analyzed following Zoshak's (2016) style she calls the "emotional workout", by connecting a word or phrase, sound or pause to an emotive state of being (p. 213). For example, she explains that in a particular narrative, the speaker's "audible exhaled sigh...denotes a sense of defeat" (Zoshak, p. 213). The amount of audio transcribed for this study was enormous in comparison, and as such, not every non-verbal sound was taken into account. However, the words and phrases themselves provide more than enough data so similar analysis of the speakers given emotive state was done.

Role of the Researcher

I played a dual role as researcher and facilitator. As the researcher, I performed this study as the primary and only investigator; producing all necessary documentation, recruiting and confirming participants, and evaluating and analyzing all data. Additionally, in the role of researcher, I conferred with professors on at least four occasions, and with individuals from two different agencies when performing an interrater reliability test, and a statistical calculation of coded data. As facilitator, it was important to maintain separation from teacher participants. In my dual role, there were times when I had to interject during Conversation Circle to keep the participants on task. I also made clear that discussion about Conversation Circle, and the content within, was restricted for the duration of this study.

Chapter V: Results

The following chapter gives a detailed description of results. There were two types of data collected from participants in this exploratory study. Both types are derived from the same topics and hypothetical scenarios (Appendix E). The section, “journals”, discusses the results of word counts calculated in raw numbers, percentages, and averages. The section, “narratives”, discusses results in relation to patterns of themes found weaved throughout the transcribed dialogue from the Conversation Circle. (Appendices G-N).

Journals

Cumulative word count from participant journals is 4,998. On average, about nineteen percent of each Conversation Circle elicited ‘emotive’ words written in journals, while ‘content’ words followed closely. The data shows parity between emotive and content words; if content words are high, than emotive words are generally low for that particular Conversation Circle, or vice-versa. On average, a teacher wrote 120 words in his or her journal at each Conversation Circle. A total word count over all sessions was between 600 and 800 total words per teacher for a cumulative total of 4,998 words (collected from all data sets). About 26 emotive words were found to be in each teacher journal on average per Conversation Circle. A total count of emotive words from all journals over all data sets is 929 words, which shows teachers using emotive words about 19% of the time. The highest word count came from function words, such as ‘is’, ‘this’, ‘the’, and ‘about’. According to the journals, on average, ten percent of words written by teachers at each Conversation Circle were ‘self’ words, “I” and “me”. Teacher A and teacher I had the lowest average word count per Conversation Circle averaging a word count of 87 for each session. Additionally, Teachers A and teacher I had the lowest emotive words counts per

Conversation Circle as well. Teacher A averaging 14 emotive words per session and Teacher I averaging 17 emotive words per session. (Appendices J-N). All other teachers averaged close to 30 emotive words per Conversation Circle journal. Teacher G and teacher I had more emotive words journaled at the final Conversation Circle than at the first. Teacher G journaled 22 emotive words at the first Conversation Circle and 49 at the last and Teacher I journaled 22 emotive words at her first Conversation Circle and 24 at the last Conversation Circle. All other teachers did not have a rise, but instead, a lower count of emotive words journaled at the final Conversation Circle.

Narratives

While it is true that little standardized instrumentation was used regarding the narrative data (transcriptions of taped audio from the Conversation Circle sessions), and the researcher is essentially the main “measurement device” in this investigation, words can be assembled, clustered, and parsed into meaningful segments of communication and organized to permit the investigative process to reveal contrasts, comparisons, and patterns. Collectively, the Conversation Circle sessions show teachers addressing the following themes about the teaching-learning experience, with subthemes noted:

1. Responsive Community
 - a. Cultural differences
 - b. Classroom management
 - c. ESL teachers pairing with mainstream teachers
2. Reflective Practitioner
 - a. Student-centered teaching and TSI

- b. Self-management: goal setting and self-awareness
3. Teaching the Whole Student
- a. Sensitivity to cultural differences
 - b. Giving students second chances
 - c. TSI and student motivation

Limitations

With only six teachers completing the study, accumulating generalizable results was challenging. However, based on this study, it is very likely that a larger number of study participants would show statistically significant evidence of a change in teacher thought or talk regarding EI. The data from the participants that did not complete all Conversation Circle sessions was eliminated from the collective and not used in quantifying data for the tables and charts found in Appendices J-N. This is a limitation of the investigation, and may have had a negative effect on the results. Data from participants who dropped could not be eliminated from the audio files, i.e., conversation circles. This is a possible limitation of the study. To delete a teacher's voice would alter the cohesiveness of the conversations and possibly alter the themes that were formed by the patterns in conversations. The data set that is part of the audio transcriptions is not quantifiable, meaning it is not part or portion to any of the data that was used to create tables or charts (Appendices J-N).

As an exploratory study with limited resources, the researcher was in a dual role as facilitator so it is not surprising that limitations surfaced. The study could, therefore, be improved if there were more participants, a control group, and a facilitator apart from the researcher. In the narratives, I am teacher D. During the analysis of the narratives, I found it, at

times, difficult to remain objective because I grew to know my participants on a personal level. During the analysis of the narratives, I grappled with what teachers said in between their words, wanting to assume intent based on what I knew of the participant's personality.

Several other published instruments, including the EQ-I may be utilized for additional statistical results. Had they been used in this study, they may have provided even more evidence of teacher transformation.

Chapter VI: Analysis and Discussion

The nature of this research being qualitative, eliciting data mainly through participant observation, makes this study unique to its genre. Data was elicited as 1) journals and 2) transcriptions of audio from Conversation Circle discussions. This chapter provides an analysis and discussion about the values, opinions, behaviors, and social contexts of this particular sample of participants. The teachers experienced the research differently and therefore this chapter is an analysis and discussion providing information about the “human” experience—often contradictory in nature—revealing behaviors, beliefs, opinions, emotions, and relationships of the teachers/participants in this study. The first section, “Journals”, is an analysis and discussion about patterns in coded words from teacher journals. The final section, “Narratives”, is an analysis and discussion about patterns or connections found within the transcriptions taken from audio recordings of Conversation Circle sessions.

Journals

When analyzing data separated by teacher, (Appendix J), each teacher’s table reveals at least one spike or drop in word counts on a given day (or data set, i.e., DS_1 or DS_7 for example). It would be interesting to know if something significant happened on days of spikes or drops. Research (Gardner, 1983, 1993; Goleman, 1995; Zoshak, 2016) informs us that our emotional state is affected by the situation of the day. As Goleman (1995) writes, “learning doesn’t take place in isolation from kids’ feelings” (p. 262). Teachers’ conversations during Conversation Circle may have been influenced by many variables. For instance, their own student’s feelings during a class they had taught on that particular day. When the teachers came to Conversation Circle, their journaling may have been more driven by what happened to them

on that day in their own classroom or the classroom within which they were a student. There is no certainty here. A discussion of word counts is only one facet of the data analysis. Williams and Burden (1997) tell us “the importance of the appropriate environmental conditions for learning to take place cannot be underestimated” (p. 188). The agenda at each Conversation Circle was the main instrument to provide said “appropriate environmental condition(s) for learning” about EI.

Some data sets (Appendix L and M) had particularly low word counts. It could be that on these low word count days, the conversations overrode a need to journal for reflection. If teachers were able to process situations through talk, then journaling for reflection may not have been as productive. Thinking about metacognition provides reflection, and it is the reflection that provides the development of EI. Whether metacognition occurs through teacher talk or teacher journaling, the important thing is that it happens.

The average count of emotive words over the duration of the study (Appendix N) does not reveal a general upward trend of emotive words across all teachers, but instead reveals a pattern where the emotive word counts from the starting point, then take a dip mid-study, and then trend upwards again for the last few sessions. It could be that time between Conversation Circle sessions allowed to process the experience of the Conversation Circle. When teachers returned to the Conversation Circle, perhaps they had gained new perspectives, and became more confident in talking about their own EI and its impact on their practice.

Appendix K reveals a table of averages where all teachers are represented. This may perhaps be the most interesting data. It shows a spike in ‘self’ words for Data Set Six (DS6), when teachers were discussing such topics as freedom from emotional dependency on others,

personal goal setting, and self-reliance, which could support the logic that simply talking to other teachers encourages a reflective teaching practice. It could be that as a teacher engages in metacognition, a relationship is struck between learning about and improving upon her practice. This table, (Appendix K), also reveals a dip in emotive and content words for DS3. During DS3, teachers were discussing a hypothetical scenario where students were caught cheating. The EI categories represented for DS3 were adaptability and general mood. It could be that when this particular group of teachers catch cheating students, they engage with their students using little or no emotion. Having already analyzed the narratives for this possibility, it seems a viable analysis, but according to the narrative, these same teachers were likely to give their students a chance to redeem their cheating behavior by resubmitting the assignment. The narrative transcripts show teachers using a great deal of ‘anger’ words or ‘frustration’ words when referring to these scenarios with their students. Mortiboys (2005) states “no doubt you can experience some very strong and occasionally very conflicting feelings while teaching” (p. 121). What the analysis of the data shows is a true effort on the part of the teachers to engage in journaling and talking about some of those *strong, and occasionally very conflicting feelings*. Word counts of emotion and content words show parity. Meaning, when word counts for emotion words is up, content words are down, and vice versa. Teachers spend no less or no more time talking about their discipline than they do talking about the emotional aspect of their discipline. In conclusion, this may show that the content is as vital as the emotion with regard to teaching and learning.

Narratives

Through self-awareness, understanding, and exploration of emotion we gain insight regarding the emotional aspect of teaching and learning. Words and phrases found in the journals often reflected genuine concern for the students these teachers served. For example, one of the participants, teacher C, spoke of his student who had an apartment fire the night before Finals. One professor of the student did not let him take the exam at a later date because the professor's policy was such that if you failed to attend class the day of Finals, for whatever reason, no exceptions, you would get a zero. The teacher in my study spoke about it, saying, "...it just doesn't seem fair to penalize [the student] for a fire." Subsequently, the teacher in my study made a decision that he would not follow the policy of the other professor, but instead, allow his student to take his exam on an alternate day. During the Conversation Circle discussion, teacher C referred back, linking EI with his decision making process. As teacher C shared this event, he engaged the group in a rigorous discussion, exploring rules, policies, and procedures of the classroom versus the emotional aspect of the decision-making processes that invoke a teacher into action. In this section, themes named in Chapter V are weaved through the analysis of the narrative data.

In Data Set One (DS1), one teacher is recorded as acknowledging a student caught in a bad situation; unable to complete an assignment with strict timelines. The teacher reported, "you feel bad when someone is in a situation like that and they have limitations on them with how well they can do." With this statement, the teacher shows EI: empathy, or rather, toggling between Bar-On's (1997) categories of interpersonal and stress management and sub-categories

of empathy and stress tolerance. In response to that, another participant then shared, (lines 2-16, DS1, Appendix G)

Last semester, I had a student that I felt was kind of lazy and I was, like, ok, but then she turned in a narrative essay assignment and I learned that her dad...he was killed by the government, and then she had to come to the US, and now she's the first one in her family to go to college...it was just something that I had to deal with, like I had to learn...had she not told me I would've had no idea about the pressure she was feeling, and I would've just kept thinking she was a lazy student, and it was very helpful to know where she was coming from...

During this particular conversation circle, the teachers openly shared stories of how their relationship to the learner positively changed when they better understood what challenges the learner faced, on and off campus. This follows themes introduced in the *Results* of this paper, Chapter V, referring to themes of *responsive community* and *teaching the whole student*.

The transcription of DS2 shows reflection from all teachers regarding the EI sub-categories of impulse control and flexibility, amalgamating with the theme of reflective practitioner that is weaved in and out of this analysis. For example, teacher A stated,

Well, I think sometimes you are just so stunned as a teacher you just don't even know how to respond, like, this one time I had a student from another class just walk into my class and start talking to me in the middle of my class, and I was getting so frustrated and I didn't know what to do, I just stood there and I'm not really the person to just stand back usually but I did, however, later on I was very mad and let it out to a colleague not the student. In a social situation if something like that happened, I would've responded differently. (Retrieved from narrative excerpt of Data Set Two (DS2))

Teacher B responded with, “If you don't get to decompress, doesn't that just make it so hard?” And then Teacher C answered, “Yes, it's nice to have another teacher to vent to that can understand the context of our work.” The discussions took on a life of their own at times.

Teachers began to help each other isolate issues, talk through challenges, brainstorm ideas and

solutions, and just overall assist one another with professional, best practice advice, support, and training.

In Narrative Excerpt 3, (Appendix I), the teachers do not talk about their own thinking but do reveal a connection with EI attributes of social awareness and interpersonal relationships. In lines 29-39, teacher A makes an admission that she feels that being an ESL teacher has been what has made her a more socially responsible person. Goleman (1995) states, “leadership is not domination, but the art of persuading people to work toward a common goal” (p. 149). That is teaching—whether you are engaging with students or teachers, you are engaging your community of learners to work toward individual goals as well as a common class goal.

At the end of ‘Narrative Excerpt 1’ (Appendix G), from DS1, teacher H brings the conversation to a close in lines 120-125 by punctuating the conversation through an acknowledgement, reflecting on how severe the spectrum of experiences are for the ESL student. It seems that, in saying, “...a wide range of things that we have to address”, teacher H means she wants us to consider how much *more* an ESL student has to deal with than the average student. She then adds that this makes a case for developing teacher EI because regardless of what cognitive engagement needs to occur within the constraints of the classroom, a teacher needs to understand the student’s condition as far different from a mainstream American student. It seems that teacher H is attempting to address the student responsively, which is the theme that runs through all narratives and is named here, “responsive community”. In line 100, of Narrative Excerpt 1 (Appendix G), Teacher G addresses the theme of responsive community by talking to the benefit of routines and “predictability” with regard to classroom management. Her EI seems to be what is informing her about student need. In line 90, teacher A goes so far as to state that

teachers need to pay attention to giving the student skills that are “for life”. In general, educators want to believe that what they are doing in the classroom can be extended out beyond the classroom. It is a common desire of teachers that students are given the ability to shape their own reality as they grow and learn to fulfill their highest potential.

In Narrative Excerpt 2 (Appendix H), the teachers are discussing reflective teaching practices. They talk at length about how they have reflected on their own thinking about teacher-student interactions (TSI) and how these reflections have helped them modify and improve a more student-centered approach. In lines 25-30, teacher I remembers back to noticing her students non-verbal response as she was giving a lecture. She detected boredom on their faces and admits that although this was a painful realization, it helped her to strive to do better. This shows that the teacher’s intrapersonal area of EI is at work. Teacher I may be feeling badly about her students’ apparent boredom, but she uses the observation for corrective action—adjusting her pedagogical approach in the classroom. She does not wallow in self-pity, but instead, she uses it like evidence in a courtroom, giving her a reason for why she must change. This is a display of emotional independence from her students’ judgments.

Meanwhile, teacher A’s input leads to a reflection on setting personal goals based on self-awareness. She states (lines 68-72) that she sets expectations that she knows she can reach, saying, “I know my strengths and weaknesses”. This is a simple, but straightforward example of self-actualization. Teacher A is sharing that she understands her limitations. The theme coming through here is that of reflective practitioner. What she says seems to show that she is not impeded by an emotional attachment to what others might be thinking of her goals, but instead, seems to be using an awareness of self to notice that her decision making will set in motion a

plan for her goals. Meanwhile, teacher G seems less confident about her ability to succeed. Lines 33-36, she talks about reflecting on what her “idealized” self is, meaning, what kind of teacher she wants to strive to be. Then, lines 37-42 show feelings of lowered self-esteem as she elucidates on feelings of “hopelessness”, talking of her feelings and using phrases like “never getting there” and feeling “completely overwhelmed”.

Several times throughout Narrative Excerpt 3 (Appendix I), the teachers discuss how students, grappling with events outside their academic commitment, effected their performance in class. The teachers discussed how they relied on EI to connect with those struggling students and how they modified deadlines or assignments to help students complete the course requirements. When teachers adjust to serve the student, they are serving the whole person, not just the cognitive ability of the student, but also the social-emotional needs of the student. For example, if a student is struggling with a task, it may not be a cognitive issue, but instead, the student might be emotionally troubled. A teacher that addresses the emotional first, so as to help the student move toward the cognitive task, is serving the whole student.

Conversation Circles with activities, checklists, and points for reflection engage teachers in a discovery about how to better relate to learners, shape healthier learning environments, listen to learners, and navigate the balance of home and school. The way teachers handle emotions, and those of their learners, are central to the success of both.

Unfortunately this is still an area of PD that is often neglected (Mortiboys, 2005). It might be that the results of this exploratory investigation support a deeper dive into the connectedness of EI and the teaching and learning experience. Goleman (1995) discusses at length that the attributes of EI assist teachers to better respond to the feelings of individuals and groups, develop self-

awareness, recognize limitations, prejudices, and preferences, improve upon non-verbal communication, and acknowledge and handle one's own emotional well-being. Highly developed EI in a teacher may be an educational stepping-stone for the learner (Mortiboys, 2005). The narratives seemed to conclude that teachers, all teachers, ESL or non-ESL, should be engaged in creating a responsive community around the student and his or her needs—addressing the student holistically so as to gain better insight into how best to engage the student in a way of thinking that encourages the student to undertake life-long, academic success. Teacher F in Narrative Excerpt 3 (Appendix I), shared a realization she had early on in her work with college ESL students, stating in line 41, “if you know what to expect from the students, then you know how to teach the students”. If a teacher can learn about the student as a whole person, for example, what their life is like outside of school, they can create even more opportunities to relate to the student. Relating to the whole student may influence positive TSI. Teacher G expresses frustration about people outside of the program, but mostly outside the context of ESL, sharing that she feels a certain responsibility to educate others about what ESL teachers do, or how ESL teachers have a positive impact on the community. The whole narrative from this particular data set seven (DS7) reveals teacher collaboration. The teacher talk leads the teachers into an almost social activism about their work as ESL teachers. It was not unique to this particular session—teacher talk throughout this project seemed to lead to many diatribes of the teacher hopscotching between ‘teacher as student advocate’ and ‘teacher as social advocate’. Zoshak (2016) agrees that these, when properly guided, can be powerful tools for reflection. “Tiny talks” create the potential for teachers to make worthwhile changes in how they think about and enact their teaching” (Zoshak, p. 211). I have changed my approach in the classroom,

modified lessons or timelines, and adjusted how I interact with students or colleagues specifically because of this type of reflective practice.

Analyzing and discussing both the journal and narrative data has been a reflective journey for me as well—my own metacognitive processing of EI and teacher development. In response to how she thought before and after analyzing her own study's data, Zoshak (2016) states, “the result of which marked not merely a change in what I thought but also progress in changing how I came to think about my role as a teacher-student and my becoming a teacher” (p. 212). I feel that I have had some poignant realizations about my own practice during the process of listening again and again to the conversations, transcribing the conversations, analyzing the narratives, and tallying word counts. That has led me to think that perhaps this type of research and data analysis could possibly serve an important role in teacher PDs and teacher education programs—the simple value of recording, listening, listening again, and writing about teacher talk seems to be in line with what I have learned about developing emotional intelligence (EI) and becoming a reflective practitioner. The goal of this thought experiment was to shed light on a potential practice of developing EI through authentic interactions – or better noted as non-traditional PD. This exploratory study only scratches the surface; a beginning to useful information and data that could lead to further outreach and transformative thought for teaching in today's 21st Century classrooms.

Chapter VII: Conclusions

Concluding Remarks

Clearly, the emotional aspect of teaching is forever entwined with a teacher's content knowledge and pedagogy. A teacher with highly honed EI is an agile teacher who can adapt, keeping her classroom student-centered (Mortiboys, 2005). Listening again to the conversation from Narrative Excerpt 3 (Appendix I), I thought back to when I started in my program. I was so intimidated by all the graduate students around me. They were using words like "pedagogy", "student-centered", and "differentiation", and phrases like "affective filter" and "social and emotional learning (SEL)". I knew that I needed to identify with this cohort but I was not sure how. I now know. High quality teachers need to be reflective practitioners that continue to grow and learn. The expectation of student-centered pedagogy and differentiated instruction to meet a multitude of student needs employs a heavy investment on the part of the practitioner (Lenz, Dreshler, & Kissam, 2004). Moreover, navigating the teacher-student relationships (TSR) has become a social, emotional, and often, political undertaking (Darling-Hammond, 2010). Brad Olsen (2010) discusses how the teacher who knows herself is a "powerful tool" in the daily experience of the learner (p. viii). Olsen (2010) demonstrates this through teacher narratives—stories—as they reflect on their own practice—what they like and do not like, and why. He elaborates that this process of reflection is what makes a good teacher into an "amazing" teacher (Olsen, 2010, p. 54). Leveraging EI is consequential, according to experts Goleman (1995), Lantieri (2008), Diaz-Rico (2008), and Mortiboys (2005), but a balance must be struck. Successful classrooms are not emotional classrooms and do not use teachers as enablers, but

instead, promote the student to drive instruction using emotional behavior that is conducive to the learning process.

There are incidents of data that show potential relationships existing between Conversation Circle and teacher development. Considering the small sample size, concluding recommendations cannot be based on scientific calculations. Regardless, it may be premature to assume that sample size should deny the effectiveness of a non-traditional PD. If, in fact, these measures could correlate to a larger and more diverse sample, additional studies may show non-traditional PDs like the Conversation Circle affect positive change, especially when one considers the data that shows statistical parity in teacher talk between emotion and content words. Teacher use of both is equal. Zoshak (2016) alludes to teaching being a profession that cannot be without the emotional aspect. This thought experiment provides an inordinate amount of data and analysis that supports Zoshak's (2016) claim.

Recommendation

My recommendation is to launch a longitudinal study to investigate the use of non-traditional PD sessions of this type, on the topic of EI, to look for evidence of positive, *sustainable* change in teachers' EI. The construct of the Conversation Circle may arguably be a transformative experience for many teachers. Studies like Zoshak's (2016) "Tiny Talks", or this study, may, in part, speed the evolution of the teacher thereby transforming the SEL for students. It might be that a practice of teacher programs including non-traditional PD opportunities can help in the creation of even more agile and responsive practitioners.

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Appendix A: Acronym Key

| Acronym | Complete Phrase |
|---------|--|
| EI | Emotional Intelligence |
| EQ | Emotional Quotient |
| IQ | Intelligence Quotient |
| ESL | English as a Second Language |
| TESL | Teaching English as a Second Language // Teaching English to Speakers of Other Languages (TESOL) |
| SLA | Second Language Acquisition |
| TSI | Teacher Student Interaction(s) |
| SEL | Social and Emotional Learning |
| PD | Professional Development |
| CPE | Center for Public Education |
| TLE | Teaching-Learning Experience |
| EFL | English as a Foreign Language |
| CEUs | Continuing Education Credits |
| DS1... | Data Set One (and these follow sequentially - DS2 meaning Data Set Two) |
| TTI | Teacher to teacher interactions |
| TSR | Teacher student relationship |

Appendix B: Bar-On's Categories

Bar-On's (1997) five categories and sub-categories of Emotional Intelligence (EI):

Intrapersonal (self-awareness and self-expression)

- Self-Regard: To accurately perceive, understand and accept one's self
- Emotional Self-Awareness: To be aware of and understand one's emotions
- Assertiveness: To effectively and constructively express one's emotions and oneself
- Independence: To be self-reliant and free of emotional dependency on others
- Self-Actualization: To strive to achieve personal goals and actualize one's potential

Interpersonal (social awareness and interpersonal relationship)

- Empathy: To be aware of and understand how others feel
- Social Responsibility: To identify with one's social group and cooperate with others
- Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others

Stress Management (emotional management and regulation)

- Stress Tolerance: To effectively and constructively manage emotions
- Impulse Control: To effectively and constructively control emotions

Adaptability (change management)

- Reality-Testing: To objectively validate one's feelings and thinking with external reality
- Flexibility: To adapt and adjust one's feelings and thinking to new situations
- Problem-Solving: To effectively solve problems of a personal and interpersonal nature

General Mood (self-motivation)

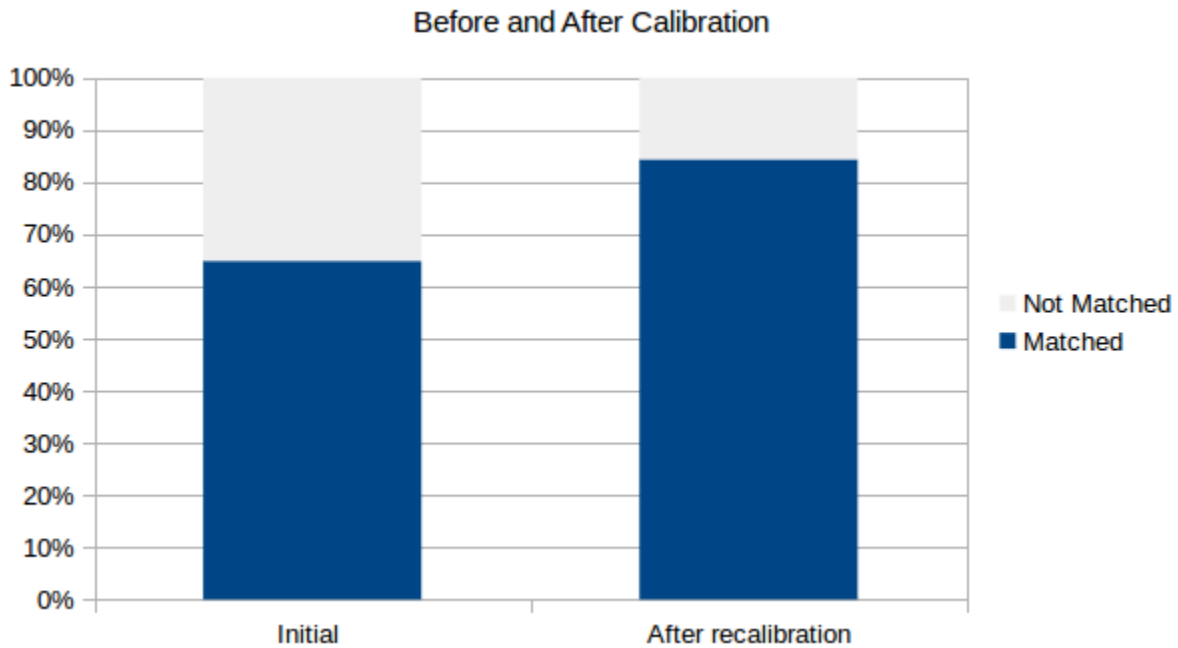
- Optimism: To be positive and look at the brighter side of life
- Happiness: To feel content with oneself, others and life in general

Appendix C: Word Codes

| TYPE OF WORD | CODE | Logic test | Examples |
|----------------|------|--|--|
| Content | C | Words related to teaching and to ESL | pedagogy, teacher |
| Emotion | E | Words that are inherently emotive | frustrated |
| Function | F | Support words | the, is, when, about |
| Self-reference | S | Words that are used to refer to the journal's author | I, me |
| Unidentified | U | Not legible in the journal | These were stricken from the data sets |

Appendix D: Interrater Reliability Test Information

| | |
|---|-------------|
| Total words from journals | 4998 |
| Unique words / coded by researcher | 1282 |
| Words coded by external rater | 500 |
| Percent of words in IR test | 39.0% |
| Initial match on words coded by external rater | 64.90% |
| Match on words coded by external rater - After Recalibration | 84.40% |
| Number of words recalibrated | 105 |



Appendix E: Conversation Circle Topics and Scenarios

CONVERSATION CIRCLE 1 - JANUARY 19 - PRE- Conversation Circle SESSION - DS1
(Data Set One)

Category: Interpersonal (social awareness and interpersonal relationship)

Sub-category: Empathy: To be aware of and understand how others feel

Category: Intrapersonal (self-awareness and self-expression)

Sub-category: Assertiveness: To effectively and constructively express one's emotions and oneself

Hypothetical Scenario:

This semester you are paired with a TA that you have had several pedagogical disagreements with in the past. Regardless of disagreements in pedagogy and teaching style, you have always been able to get along socially. In fact, when you have disagreed throughout the course of a conversation, you both have managed to remain professional and respectful. However, you are now having anxiety about how your semester will go since, in the past, you have never truly had to engage in the learning process alongside this TA. What feelings/emotions are you experiencing right now? Be specific in your description. Be detailed in your description.

What are some steps you think you will take to overcome and/or handle the feelings you have described. Be specific. Be detailed.

Do you think reflecting on this is worth your time? Why? Do you think you can/will improve your response to this situation through reflection?

Do you think reflecting on this can/will help you understand yourself? Do you think reflecting on this can/will help you understand how the other TA might feel?

Do you think you can/will improve your response to this situation through self-awareness and self-reflection?

What is the importance of following such a thought process? What is the role of EI in this scenario and how important do you feel it is? Why?

Now...

Play 'devil's advocate' ...what if you just let 'sleeping dogs lie' ...do not address your feelings. Thinking of it this way, is EI still important here? If your answer is, 'yes,' how so?

CONVERSATION CIRCLE 2 - FEBRUARY 2 - Data Set Two (DS2)

Category: Stress Management (emotional management and regulation)

Sub-category: Impulse Control: To effectively and constructively control emotions

Category: Adaptability (change management)

Sub-category: Flexibility: To adapt and adjust one's feelings and thinking to new situations

Hypothetical Scenario:

When downloading two students' read and summarizes from D2L, I discovered that they both had the same exact summary.

I caught a very hardworking student of mine plagiarizing on her final paper.

I realized that a student of mine turned in a paper that they had written for a previous R&W class they had taken.

Questions: What are your first reactions to hearing these scenarios? How might you handle each of these situations? Why? Does the relationship you have with each student change how you might handle these situations? How so? Elaborate.

CONVERSATION CIRCLE 3 - FEBRUARY 8 - Data Set Three (DS3)

Category: Adaptability (Change Management)

Sub-category: Problem-Solving: To effectively solve problems of a personal and interpersonal nature

Category: General Mood (self-motivation)

Sub-category: Optimism: To be positive and look at the brighter side of life

Hypothetical Scenario:

My colleague was going to miss class because of illness. This was the second week in a row I received a phone call at 6am, asking if I could, again, teach in her place. I said, “yes”. My colleague said she was very thankful for my help.

CONVERSATION CIRCLE 4 - FEBRUARY 16 - Data Set Four (DS4)

Category: Intrapersonal (self-awareness and self-expression)

Sub-category: Assertiveness: To effectively and constructively express one’s emotions and oneself

Category: Adaptability (change management)

Sub-category: Reality-Testing: To objectively validate one’s feelings and thinking with external reality

Hypothetical Scenario:

As an instructor, we have perceptions about our students’ abilities and we witness our students’ perception(s) regarding their own abilities.

During instruction, the teacher gave the students a homework assignment in which they were to repeatedly practice using a certain language form. One of the students responded by stating her English was good, and added, “so I do not need to do this work”.

[Additional hypothetical scenario: The student arrived to the next class session with incomplete homework.]

CONVERSATION CIRCLE 5 - FEBRUARY 23 - Data Set Five (DS5)

Category: General Mood (self-motivation)

Sub-category: Optimism: To be positive and look at the brighter side of life

Category: Adaptability (change management)

Sub-categories:

Flexibility: To adapt and adjust one’s feelings and thinking to new situations

Problem-Solving: To effectively solve problems of a personal and interpersonal nature

Hypothetical Scenario:

During class, I collected the assignment I had given the last class session. When I got to my office, I began reading through the students’ submissions; it quickly became apparent to me that most students had not understood the instructions.

CONVERSATION CIRCLE 6 - MARCH 16 - Data Set Six (DS6)

Category: Intrapersonal (self-awareness and self-expression)

Sub-categories:

Independence: To be self-reliant and free of emotional dependency on others

Self-Actualization: To strive to achieve personal goals and actualize one's potential

Hypothetical Scenario:

Recently, another teacher in the program observed your class. She copied you on the journal reflection she emailed to the director. Some of the comments were great but some were very critical of your teaching methods.

Questions: How do you respond/react? Does reading the email prompt reflection, and if so, how so/what kind? Is this type of event important, why or why not?

CONVERSATION CIRCLE 7 - MARCH 30 - Data Set Seven (DS7)

Category: Interpersonal (social awareness and interpersonal relationship)

Sub-category: Social Responsibility: To identify with one's social group and cooperate with others

Hypothetical Scenario:

After a natural disaster occurred in my student's home county, he missed class a number of times without asking permission. He later told me what was going on and he asked for additional time off in order to volunteer in a fundraising effort for his home country.

Along with discussing how you might handle this scenario and why you would choose to handle it in such a way, reflect on this component of emotional intelligence. Explore its role in your work.

CONVERSATION CIRCLE 8 - APRIL 13, 2011 - POST Conversation Circle SESSION- Data Set Eight (DS8)

Intrapersonal (self-awareness and self-expression)

- Self-Regard: To accurately perceive, understand and accept one's self
- Emotional Self-Awareness: To be aware of and understand one's emotions
- Assertiveness: To effectively and constructively express one's emotions and oneself
- Independence: To be self-reliant and free of emotional dependency on others
- Self-Actualization: To strive to achieve personal goals and actualize one's potential

Interpersonal (social awareness and interpersonal relationship)

- Empathy: To be aware of and understand how others feel
- Social Responsibility: To identify with one's social group and cooperate with others
- Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others

Stress Management (emotional management and regulation)

- Stress Tolerance: To effectively and constructively manage emotions
- Impulse Control: To effectively and constructively control emotions

Adaptability (change management)

- Reality-Testing: To objectively validate one's feelings and thinking with external reality

- Flexibility: To adapt and adjust one's feelings and thinking to new situations
- Problem-Solving: To effectively solve problems of a personal and interpersonal nature

General Mood (self-motivation)

- Optimism: To be positive and look at the brighter side of life
- Happiness: To feel content with oneself, others and life in general

Prompt:

Review Bar-On's categories and sub-categories and reflect on your role as an ESL instructor in the MA TESL program.

We've spent sixteen weeks discussing the role of emotional intelligence in our work as educators in the TESL program.

Reflecting again on Mortiboy's text from your pre-journal response...

Think back to when you began this journey with me. Have our discussions revealed any new information to you about the role of emotional intelligence in your work as an ESL instructor in the TESL program?

Appendix F: Transcription Conventions

For the purposes of this paper, the following symbols may have been used in transcription:

| | |
|-------------|---|
| . | falling intonation at the end of a thought/phrase |
| ? | rising intonation at the end of a thought/phrase |
| ! | emphatic outburst or end of a thought/phrase |
| ... | prolonged pause of group talk, or extended silence between words by speaker |
| , | slight pause |
| - | interrupted speech |
| <u>text</u> | Underlined text for emphatic stress (word or syllable) |
| up arrow | A noticeably higher pitch than usual spoken discourse for that participant |
| () | Gestures, actions, or non-verbal sounds (e.g. sighs, laughter) |
| [] | Added details or explanations |

Appendix G: Narrative Excerpt 1

Narrative Excerpt 1: Data Set One (DS1)

Theme: Responsive community

Bar-On's categories and sub-categories for Data Set One Conversation Circle session:

- Interpersonal (social awareness and interpersonal relationship)
 - Empathy: to be aware of and understand how others feel
- Intrapersonal (self awareness and self expression)
 - Assertiveness: to effectively and constructively express one's emotions and one's self

- (1) **A:** I have a story similar to [teacher A says name of teacher B, who had just been sharing about a personal experience with a classroom of students where she was doing a student teaching experience]
- (2) I had a student last semester who, um...I...
- (3) she just seemed really lazy to me and like, she would do her work but not very well,
- (4) and you know I wasn't really sure what was going on and then, um,
- (5) she handed in the first essay and it was uh um narrative essay,
- (6) I don't know she handed in a narrative essay and it ended up,
- (7) she like told me her whole story about like,
- (8) how when she was in [names country of origin] ya her dad, like,
- (9) worked for the government, turned against the government, he ended up, like, getting killed,
- (10) and then, um, she had to come to the United States and like, she has a mom, you know,
- (11) and like sisters and stuff, but she's really the first one that has, like, gone to college,

- (12) so it's a huge responsibility for her to be here!, and um, I mean,
- (13) she ended up doing really well at the end of the semester, but,
- (14) it was just something that I had to learn, and to do with, and I think,
- (15) had she not told me that, then there is no way that I would've known, and I woulda just thought she was a lazy student...
- (16) it was very helpful to know where she was, what she was coming from-
- (17) [when teacher A finishes, teacher C engages teacher B about her classroom of students,
- (18) sharing that he knows the students because he was a MathCorp tutor at that school
- (19) and he acknowledges her story by sharing the same sentiment about the classroom of students were being "naughty"]
- (20) C: Um..so...empathy, um, I guess...ah,
- (21) one of my biggest experiences with that last semester, was um,
- (22) I had a student in my cultural orientation class,
- (23) who was one of a group of people who had an apartment start on fire,
- (24) and subsequently burned down, like, the night before midterm and,
- (25) I was just thinking that, you know, there's, um, some, um, there's some, ah,
- (26) the professors here have, like, very strict policies, about, you know,
- (27) if you miss a midterm, whatever, ya just get a zero, I kinda, question, ya know, like,
- (28) what am I gonna about this, 'cause, I like didn't have a policy like that, and so,
- (29) I was kinda just like well, you know, um, should I say tough luck you know,
- (30) or did this poor guy whose stuff is all like, completely destroyed now,
- (31) and then just add this, you know, on top of misery upon misery,

- (32) like something that wasn't, like, really his fault, um, and I mean,
- (33) I didn't really clear anything with anyone else in the program first, but I just told him,
- (34) whatever just, take it next week cause, like, I'll just give you a slightly different midterm,
- (35) it will be fine, then I subsequently got clearance for it afterward (whole room of quiet, nervous-like laughter),
- (36) it's just like, I had a knee-jerk reaction, like that, of course,
- (37) I'm not gonna gonna penalize you for having all your stuff start on fire,
- (38) it doesn't seem, it isn't, it doesn't seem, it's not fair. Anyway...
- (39) So... that's my experience with it.
- (40) **D:** Can I ask you guys a question on top of, that one? Do you think in our field, because we are ESL, do you think that empathy is more important?
- (41) **E:** Well, it seems like that for some of the stories, that, the,
- (42) if there is a problem that you are seeing, it's the basic question of what's going on,
- (43) might help with a lot of things, understanding where they're coming from, and,
- (44) why these emotions are coming out, why these attitudes are,
- (45) (audible agreement by group with "uh-ha" amongst teachers in group)
- (46) why this pattern of, how do you say, doing things, that sounds dumb but,
- (47) why are these things occurring, and if those, that simple question is asked, then,
- (48) a lot of things can be cleared up, a lot more things can be, done to help-
- (49) **A:** I think, I think with our students, I think it's more important,
- (50) I don't necessarily know about with our colleagues, ya know,
- (51) if it's more important because we're ESL and we work with other ESL colleagues

(52) 'cause I think that's a completely different set of things but I think with our students

(53) I think it is more important 'cause I mean

(54) you might have a group of student that are all Somali, our you might have, you know,

(55) in our college ESL program we have students from all over, so, and

(56) you have no idea what they've gone through and like, how they've been raised,

(57) how their English is, or anything like that,

(58) so I think you have to be able understand that, and even like,

(59) religious things like Ramadan, like even understanding that, I mean,

(60) we have student here, first week of class, they were going through, had Ramadan,

(61) I felt, I felt, bad, I mean I felt bad even having water in class...

(62) 'cause I didn't know, I don't think they can have water,

(63) I don't think they can have anything until that sun goes down, but um, I just think,

(64) I think that it is, it is more important like an ESL teacher,

(65) I mean than it would be for-

(66) **F**: I think it's more, like, um, kind of, like

(67) we see that as something to be concerned about as ESL teachers, but I think, um,

(68) you know especially when looking at elementary, middle school and high school,

(69) it something that should be, teachers should be aware of, but I don't think they are, and

(70) they don't look at those things, 'cause so many kids come from terrible backgrounds,

(71) that affects their school work, and everything they do, but-

(72) **B**: And I also, I also think that, s-s-sometimes it's almost, to the other extreme too,

(73) like that there is so empathetic that they're soft, like

(74) I've noticed, because I've sat in some other ESL teacher's, because
(75) they know that these kids have had really terrible upbringings,
(76) they just kinda let them run around, and I also think it's good to be, a little, not,
(77) not assertive, that seemed to pop up in my mind because of the other one, but like, um,
(78) they, the, some of these kids need these routines, and they need strictness in their life
(79) because they get home and their parents are never even there,
(80) they don't even see their parents, they go to school on their own,
(81) so I think sometimes it goes to the other extreme where ESL teachers feel like,
(82) oh these kids had such terrible pasts,
(83) but here is a lot of non-ESL people that have terrible pasts as well so I think-
(84) **A:** I think though, that though, I think there's like,
(85) I think there's a difference between empathy and classroom management, so,
(86) I mean you have to find a balance there, because I mean ...
(87) teachers I've seen are very empathetic but they don't discipline students,
(88) they don't have schedules for the students, but you need to find that balance
(89) to be empathetic enough and also keep them responsible because
(90) that's what they need, that's what they are going to need for the rest of their life,
(91) they need someone to be empathetic
(92) but they also need someone to set goals and rules for them too...
(93) **E:** That's what the military-s good for, [laughter from group],
(94) they have that strict discipline, strict order, a-n-d that helps a lot of kids
(95) 'cause they haven't had that-

- (96) G: That's what I've heard for children, um, you know, the stereotype is for inner city,
(97) but just, I think at-risk, if you wanna use that, wherever they are,
(98) 'cause they're all over, um, but I think that, you know,
(99) that's the one thing that teacher's emphasize is
(100) that I have predictability in my classroom so the students know
(101) they can count on this is what we're gonna do, and I think that does help,
(102) and being consistent is so important too, so it's, it's almost like, ya know,
(103) we're talkin' 'bout, like the assertiveness thing, but the other point about empathy,
(104) I think with ESL that's different for then regular ed, or at least where I teach,
(105) where pretty much, [teacher names city and state]
(106) where pretty much everybody is like me, you know [laughs], they're white,
(107) they're, ya know, they're [teacher E interjects and says "priviledged"], they're either...
(108) [at this moment in the conversation, the group has a sort of outburst in unison and starts
to make giggling sounds and remarks in concurrence with what teacher B is saying about
the demographic of the current school district in which she is teaching]
(109) ...but ya know, they're white, they're either Catholic or Lutheran or some other stripe,
(110) ya know, but I'm saying that it doesn't take a lot of empathy to teach in
(111) (names town and state), because, I mean, even tha' parents, ya know, even the parents,
(112) most are middle class, in most of the schools, and
(113) I mean there are a few families that are on the fringes,
(114) they qualify for free and reduced lunch, anyway, that's what I'm saying is that

- (115) in ESL you are having to empathize, you are having to come across a lot more boundaries,
- (116) you have to understand, you are talking about religiously different, religion,
- (117) different cultural backgrounds, and different experiences that as um, ya know, um,
- (118) that I as, you know, I as, ah, growing up in a small town, white situation,
- (119) I haven't experienced, so that's where the empathy is a little bit more challenging for us-
- (120) **H:** It runs the gamut from like being empathetic to things like, as far as jet-lag to like,
- (121) culture shock, ya know, just learning about a new community,
- (122) to people that are coming from refugee camps who have never had, uh, you know,
- (123) this kind of experience at all,
- (124) so it's such a wide range of things that we have to address as teachers, you know,
- (125) we have to be able to understand a huge variety of backgrounds and experiences.

Appendix H: Narrative Excerpt 2

Narrative excerpt 2: Data Set Six (DS6)

Theme: The reflective practitioner

Bar-on's categories and sub-categories for Data Set 6 Conversation Circle session:

- Intrapersonal (self awareness and self expression)
 - Independence: to be self-reliant and free of emotional dependency on others
 - Self-actualization: to strive to achieve personal goals and actualize one's potential

(126) **A:** Self reflection, in teaching...

(127) It's a super crucial component, 'cuz if you can't reflect on what you've done in the classroom,

(128) If you can't reflect on what you've said in the classroom, then you can't improve

(129) **G:** I think it's good to have some distance too,

(130) it's so easy to be down on ourselves,

(131) so like, thinking of that example with, like, talking too much in class,

(132) but, like when you let your students know exactly what I was thinking

(133) I didn't come across as professional as I could,

(134) like you rehearse it in your mind so you don't do it again,

(135) because if I hadn't of said anything, the students would've thought everything was going as planned,

(136) and it's like.... sometimes it's better if I had not said anything...

(137) so you are rehearsing it in your mind and so like, this time I did that,

(138) but next time I'm going to do it like this-

- (139) **D:** Is it a good idea to have a panel of people to talk to about these topics?
- (140) Is it more important in regards to this field than others?
- (141) This is an exploration - as a panel of experts-
- (142) Or more specifically to you as both the teacher and the student in this program,
- (143) Is it important in this field,
- (144) I am trying to find out what you think about this conversation being important to this
program -
- (145) what does this mean to you, how does emotional self awareness help you?
- (146) **I:** It allows you to actually check or access where you are at and where you are going...
- (147) it's like realizing actually where you stand,
- (148) like learning vocabulary or anything else - noticing and retrieval -
- (149) ok, did I do well -
- (150) like last semester I was standing there teaching and then I started hearing myself teaching
and I was boring myself...
- (151) I was horrible...
- (152) and I looked out there and their faces were like, and then I was like oh, poor kids, oh their
faces...
- (153) and it's good because you are noticing it, and you have a critical approach and it doesn't
mean I'm gonna go home and get depressed about it, I'm just gonna try to do better next
time. Find another way to approach the topic.
- (154) You are trying to do better because you are working on really looking into your
practice...

- (155) to criticize yourself is ok as long as you are trying to do better [teacher D interjects here to say “because it’s constructive criticism”, and then teacher I agrees with her]
- (156) **G:** Right, like we have this idea in our mind of who/what we are comparing ourselves against ...
- (157) what we believe to be the perfect teacher...
- (158) also for the job search, I am thinking of my idealized self, who I want to be or become,
- (159) when I’m teaching, how am I measuring up to that,
- (160) like I am trying to be so organized and organized in a consistent way,
- (161) and then when I’m in front of the students looking for something and I can’t find what I need, it doesn’t look good...
- (162) the hopelessness would come if I never get there,
- (163) if I’m never able to be that organized, consistent teacher that I consider to be the ideal,
- (164) if i’m in a situation when everything is stacked against me, and I’m trying and trying,
- (165) there are just so many things that we deal with emotionally as TAs and graduate students in this program,
- (166) I think we have this constant feeling of being completely overwhelmed...
- (167) that was sort of my baptism into this program, like ok, get ready to be overwhelmed,
- (168) you’re going under, [makes gasping sound],
- (169) I can’t breathe and then you are like I hate this but then you are like, I love this,
- (170) and you are both at the same time, emotional, the thing we deal with is stress-
- (171) **D:** It’s like the dichotomy,
- (172) I love this, I hate this, I love this, I hate this, I love this, I hate this-

- (173) **A:** Maybe I am an anomaly then because I always love it, yes, I love teaching,
- (174) I love planning,
- (175) I love writing the test, every day I am just happy to be teaching, and it's a privilege,
and...
- (176) **D:** But then you have to be a student...
- (177) **A:** But I love to write papers, I love to research,
- (178) I love coming at things from a different angle,
- (179) for me being a student is just as fun as being a teacher,
- (180) but some days there is so much to do, but I still love it,
- (181) I'm never like, I hate it, so [to teacher A, saying her name here],
- (182) I don't think you should worry because if you can reflect, you are already a good teacher,
- (183) because look at some of the people in our program that can't do that-
- (184) **G:** Right, everything you are saying I totally agree with,
- (185) like, but just sometimes, like when I step back,
- (186) I have felt stressed at different times in this program because I wanna meet my own
expectations,
- (187) I want to create this, I want to do a great job,
- (188) and then I mismanage my time, spending it to prep when I should be doing my
homework
- (189) and that juggling is just...
- (190) **D:** And that's what we talked about last week,
- (191) like the five categories with the flexibility, you can't really have any of these separately,

- (192) you are doing all of this, you know, integrated work on yourself, and then for your students-
- (193) **A:** I know my strengths and weaknesses.
- (194) I know when I can get a B in a class or when I can get an A, or when I can get a C,
- (195) because for me I have to set my expectations where I know I can meet them,
- (196) but for me, to reduce my stress, I set reachable expectations,
- (197) for me I need to know I can meet the expectation I set for myself.
- (198) I just don't like to fail so I make sure I don't by doing it that way and as for being a teacher,
- (199) I can trust myself to come up with something [lessons] on the fly if I have to,
- (200) so if i've prepped one activity, then I've got other stuff I can do, and come up with,
- (201) and it's not setting my expectations low, it's just reasonable, but you know,
- (202) for me to reduce my stress, I set expectations I can reach,
- (203) like my sister got totally stressed about getting into law school,
- (204) and I think it's because she applied to all these like super big name law schools,
- (205) and like me, I applied to schools I knew I could get into.
- (206) I just don't like to fail so I make sure that I don't-
- (207) **D:** Well part of that interpersonal development is that you individually have to set your goals...
- (208) but then what happens is that our professors set some goals for us,
- (209) like you will write a thesis, you will collect this data, and so on,
- (210) and so we have our goals and then we have to meet theirs,

(211) and so we have to find that balance-

Appendix I: Narrative Excerpt 3

Narrative excerpt 3: Data Set Seven (DS7)

Theme: Teaching the whole student

Bar-on's categories and sub-categories for Data Set 7 Conversation Circle session:

- Interpersonal (social awareness and interpersonal relationship)
 - Social Responsibility: to identify with one's social group and cooperate with others
 - Empathy: to be aware of and understand how others feel

- (1) **A:** I actually had a student that something similar like this happened to him when Chile had an earthquake.
- (2) He was a very good student to begin with but he missed four classes, and you can't miss more than 6,
- (3) and so I told him that you didn't tell me about the first two but I knew what was happening
- (4) and then he had asked permission for the other two,
- (5) so I told him I would only count one of his four absences.
- (6) I mean, I can be a bitch, but you know in this situation.
- (7) I could see how this could happen to me, and that is how I would want my teacher to respond.
- (8) He did his work and he ultimately he got an A- in the class.
- (9) **G:** I wouldn't have any problem excusing these absences.

- (10) In fact, someone would have to argue with me to make me...
- (11) I'm with you, and I had a student in a similar situation-
- (12) **G:** students have lives outside of our classes.
- (13) I have a student right now who is going through something and she spoke with me-
- (14) **A:** Yeah, it depends on the student. I've had students take advantage of me.
- (15) But it's something I have honed over time that I try to have an awareness about,
- (16) [it's] the student that helps me decide-
- (17) **D:** In our field, do we have to be even more socially responsible because we are ESL teachers?
- (18) **I:** I am not sure that ESL has so much affect on it. I think just being a teacher.
- (19) You have to know our students have lives and other priorities. Just being human.
- (20) You have to know that your class is not the center of the universe.
- (21) I think it's being understanding, and as a teacher you have to choose your battles
- (22) and you and your class cannot compete with some of those other priorities-
- (23) **H:** But I think a lot of it is because we are ESL teachers...
- (24) because as ESL teachers, we are better positioned with smaller class sizes,
- (25) and because we are teachers in a smaller program
- (26) and have more opportunities to relate to our students, see our students daily,
- (27) and know our students better through various avenues, tutoring and more,
- (28) and what is going on with them-

(29) **A:** Yes, and that for me, I actually think I have become more socially responsible because I am an ESL teacher

(30) because I had ...ok, well first of all, I started my ESL teaching in Korea

(31) and I had to be super socially responsible there because I didn't want to step on any toes.

(32) Ya know I didn't know customs and culture and history, but I learned it by teaching there,

(33) and my first semester here I had five students from Korea,

(34) and I knew what they needed from me,

(35) and then I started having students from all these countries and cultures that I had never been exposed to,

(36) and then I had my first Saudi woman, and that's a totally different culture than the Saudi male culture,

(37) and so I have to know even so much more...

(38) so you know, I need to know the customs, the basics

(39) or otherwise I am not going to be able to be an effective ESL teacher.

(40) **F:** I've been realizing too that's so important.

(41) I am realizing that if you know what to expect from them, you learn better how to teach them,

(42) and the other thing I was going to say too, that we should be the ones that are more socially responsible for our students,

(43) because we may be the only teacher that can sympathize or empathize with our student because...

(44) So i had a student that came to me this semester, and she was a good student,

- (45) so that may have had something to do with it - how I handled her -
- (46) it was right after spring break and she had been in New York and didn't hand in her assignment on time,
- (47) but she came to me in class, and then she emailed with me
- (48) and I was like, yeah, that's fine, cause I remember when I was studying overseas,
- (49) I remember that I appreciated that from my teachers -
- (50) **I:** Maybe the reason I say that [that this is not specific to ESL]
- (51) is because I look at this example the same way I would look at any teacher at any school teaching students of any background and having foresight
- (52) or for example, having a student who has something personally going on,
- (53) and although this scenario is about a student's home country,
- (54) I look at it as any issue a student might be experiencing-
- (55) that causes the same consequences,
- (56) i.e. having to miss class or miss an assignment- outside of the classroom that must take priority,
- (57) and a teacher, in general, should be responding with compassion-
- (58) **A:** but I think that there are just some teachers that don't have that...
- (59) they just have no freakin' clue,
- (60) I don't know, they just don't get it, and I don't understand why they would even want to be teachers-
- (61) **G:** Well, here is one thing people say to me when they find out I am going [to school] to become an ESL teacher,

(62) well why do they even come to this country if they don't speak the language, [whole group of teachers sign and produce snippets of language that shows disappointment]

(63) this was just said to me Saturday night at card club,

(64) cause you know, I run with the older group [teacher laughs],

(65) I just said well, they are here, so imagine if they didn't hire ESL teachers,

(66) the regular teachers would be in charge of teaching them,

(67) and most regular teachers wish there were more ESL teachers

(68) because they don't understand what to do-

(69) **A:** Yes i had that experience when my grandfather,

(70) he made a racist remark by saying,

(71) well I'm glad you're teaching them English because somebody has to-

(72) **G:** Yes, when I was a para, I had a teacher say to me something like,

(73) "yea, well I don't even know why they're here", and this was a regular ed teacher,

(74) and I just think to myself, why do you even say that to me,

(75) I mean you must know, that as an ESL teacher, I wouldn't agree with you,

(76) I would point to some of that particular teacher's background is that she has no experiences outside of her small world,

(77) but I don't think she really cares either because I know plenty of people like that...

(78) with little background and experiences with other countries and customs, etcetera...

(79) and they do not respond that way, and do not think that way...

(80) they care-

(81) **D:** i would say that she does not have this aspect of EI,

(82) interpersonal communication-

(83) **I:** I've seen the same attitude, yes, i saw that too,

(84) a teacher who was like that toward her African American kids when I was working at a
Headstart,

(85) she would say things like,

(86) "These people" and she would talk about them like

(87) "these people don't know how to appreciate things" and "these people so and so",

(88) she was not an ESL teacher,

(89) she talked about these 3 to 5 year olds like "he will end up in jail"-

(90) **D:** what is the "us" and "them"-

(91) **A:** why do white people always think they are better than other people-

(92) **C:** because they don't realize how lucky they are, that they are freakishly lucky to be born
privileged, in this country it's like winning the lottery, we don't do anything for it, we just
are white and therefore have privilege

(93) **A:** I lived in Korea, so I did experience being a minority,

(94) but I will never be able to fully understand what it feels like to truly be a minority-

(95) **C:** yea, it's like living in Japan, but the thing is,

(96) is that you are the minority that everyone wants to talk to so it's different,

(97) oh you speak English, I want to practice English with you-

(98) **A:** But there were times when I just wished I was Korean, and I just fit in,

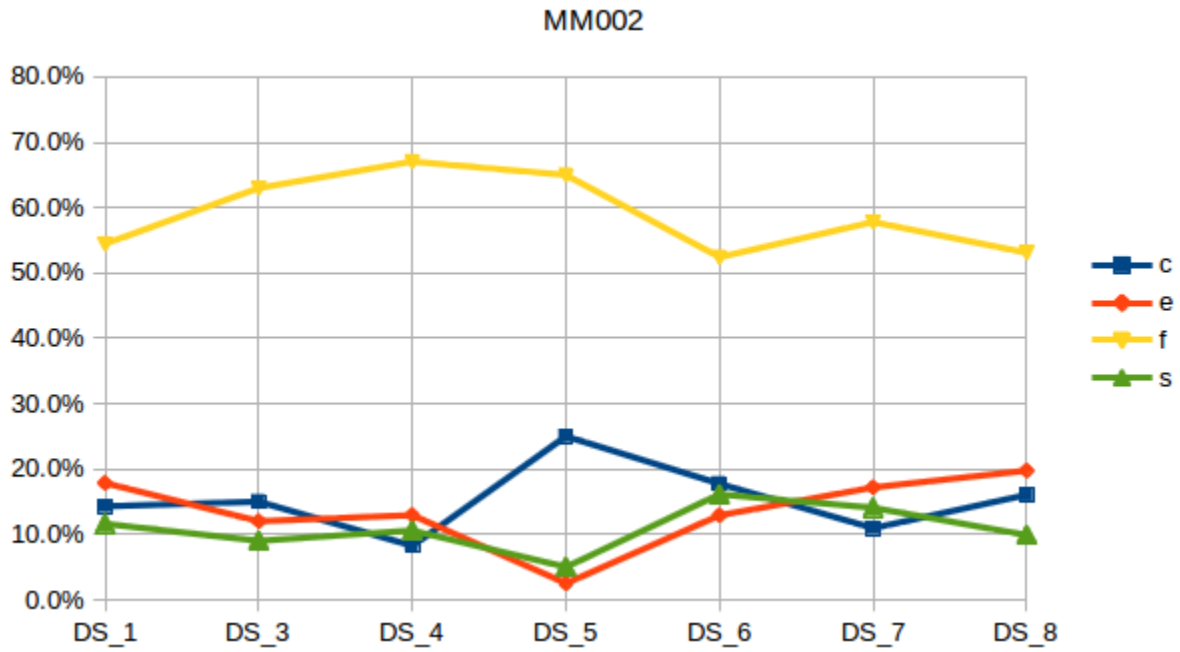
(99) but I mean, you know...I have a sister, and her friend is going to school to be a teacher,

- (100) and this soon-to-be-teacher does not believe that the Holocaust ever happened [audible gasp by all participants]...
- (101) we do not want that type of person becoming a teacher.
- (102) Do we want just ok teachers?
- (103) No, we want socially responsible teachers who have empathy,
- (104) but they are not going to get it if they are not exposed to different things, and actually,
- (105) funny, but that's where I lack empathy...
- (106) I lack it for the teachers that don't understand how to be [socially responsible and caring]
- (107) and can't even explain other cultures-
- (108) **I:** Right, for some people teaching is just a job-
- (109) **A:** yea, this is my life-
- (110) **D:** Yes, teaching is not like any other job I've ever had, this is a profession,
- (111) but it's also a lifestyle, and I love it because most of my colleagues feel this way about the work...

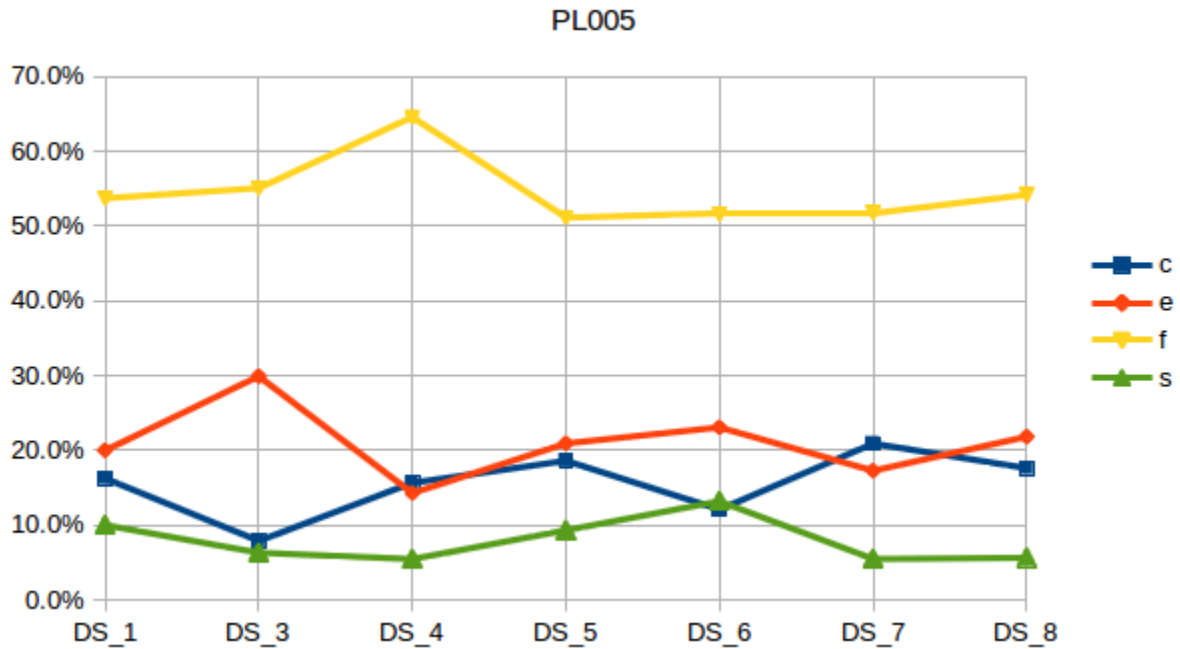
Appendix J: Participant Data Charts

Participant Data Charts (Journal Data Only)
Includes all coded words from teacher journals

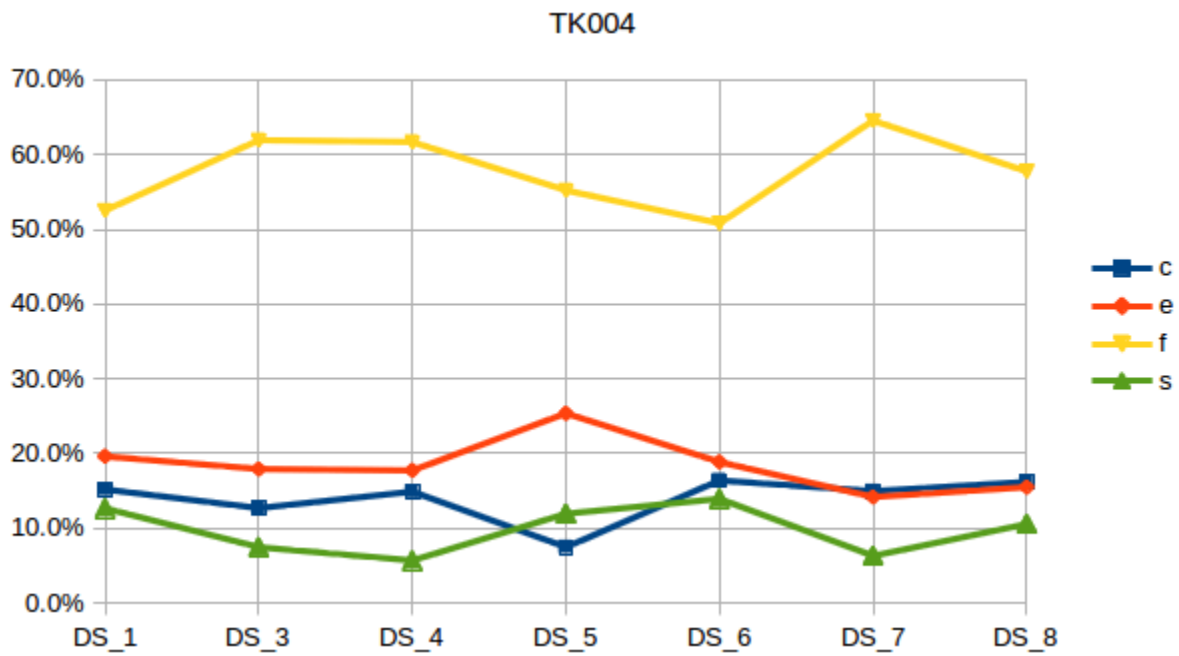
Teacher A / MM002



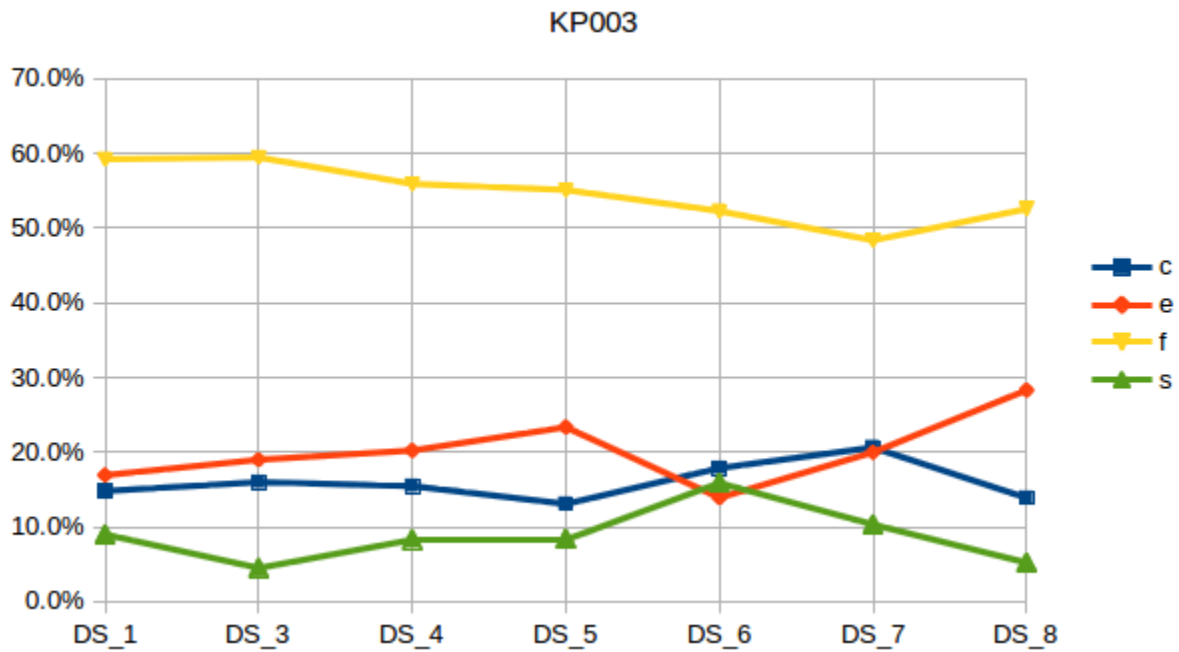
Teacher C / PL005



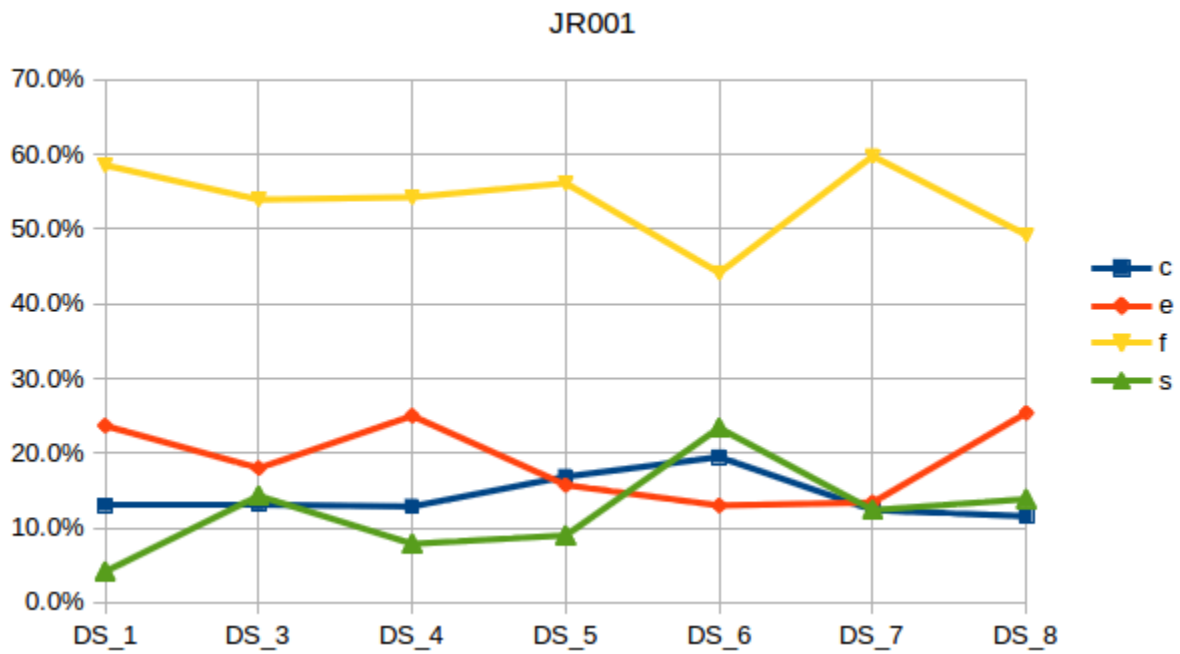
Teacher F / TK004



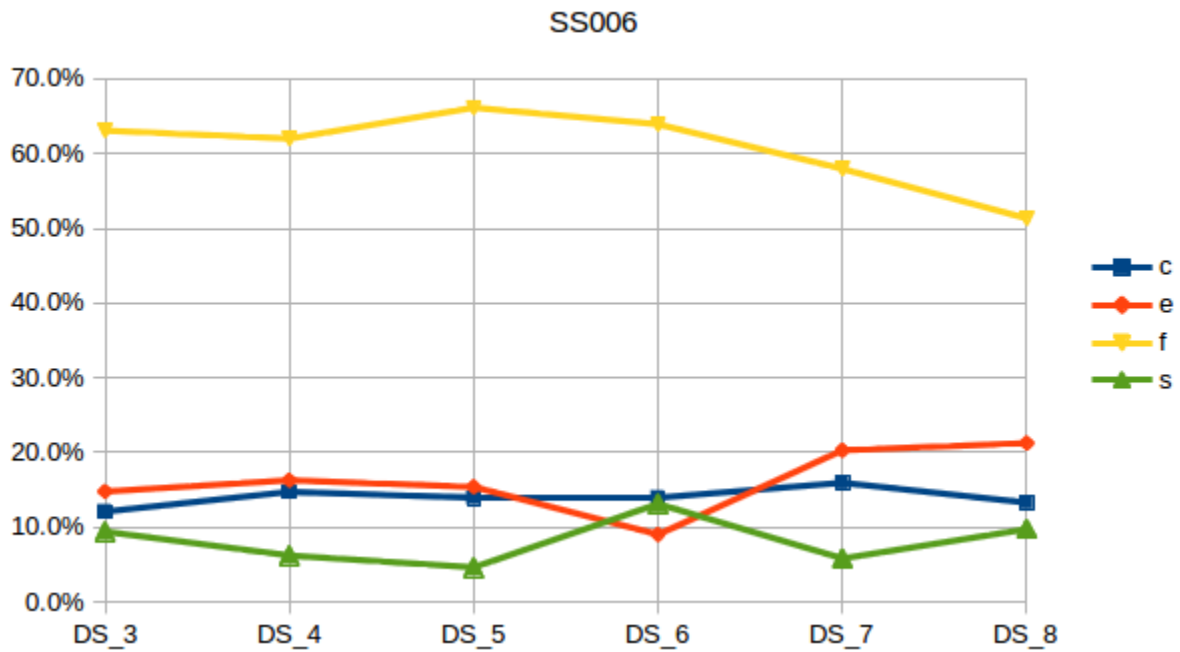
Teacher G / KP003



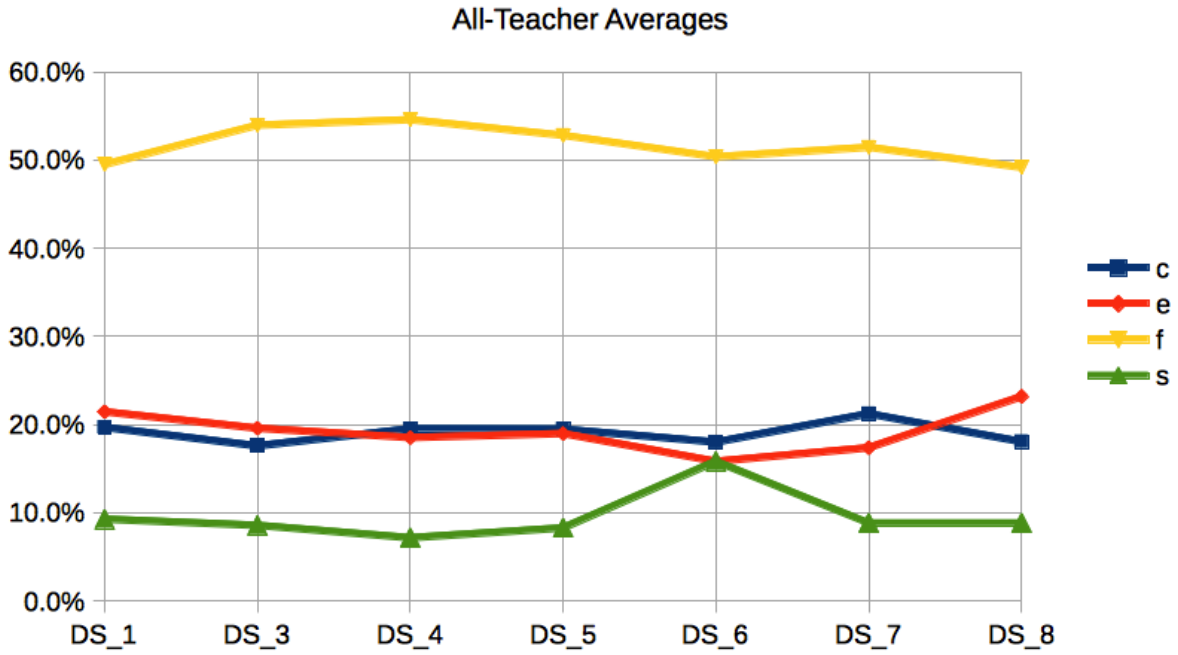
Teacher H / JR001



Teacher I / SS006



Appendix K: All Teachers - Averages



Appendix L: Participant Data Table

Participant Journal Data Table

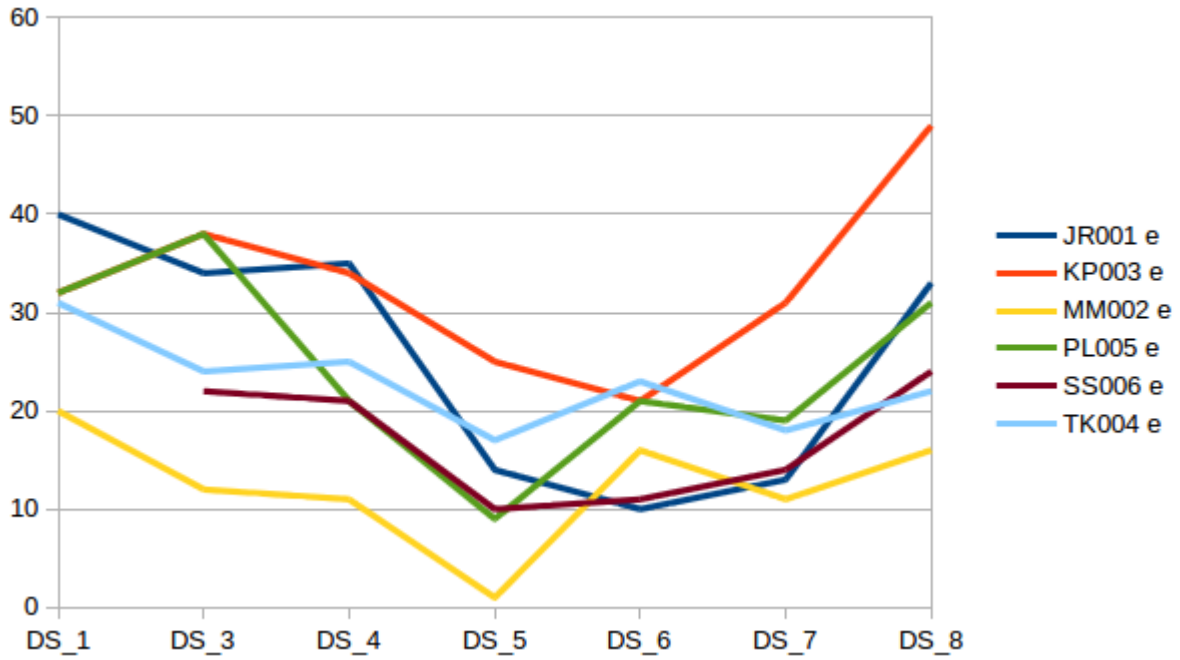
| Teacher | Type | DS_1 | DS_3 | DS_4 | DS_5 | DS_6 | DS_7 | DS_8 | Total Result |
|--------------|------|--|------------|------------|------------|------------|------------|------------|--------------|
| H | c | 22 | 25 | 18 | 15 | 15 | 12 | 15 | 122 |
| JR001 | e | 40 | 34 | 35 | 14 | 10 | 13 | 33 | 179 |
| | f | 99 | 102 | 76 | 50 | 34 | 58 | 64 | 483 |
| | s | 7 | 27 | 11 | 8 | 18 | 12 | 18 | 101 |
| | u | 1 | 1 | | 2 | | 2 | | 6 |
| G | c | 28 | 32 | 26 | 14 | 27 | 32 | 24 | 183 |
| KP003 | e | 32 | 38 | 34 | 25 | 21 | 31 | 49 | 230 |
| | f | 112 | 119 | 94 | 59 | 79 | 75 | 91 | 629 |
| | s | 17 | 9 | 14 | 9 | 24 | 16 | 9 | 98 |
| | u | | 2 | | | | 1 | | 3 |
| A | c | 16 | 15 | 7 | 10 | 22 | 7 | 13 | 90 |
| MM002 | e | 20 | 12 | 11 | 1 | 16 | 11 | 16 | 87 |
| | f | 61 | 63 | 57 | 26 | 65 | 37 | 43 | 352 |
| | s | 13 | 9 | 9 | 2 | 20 | 9 | 8 | 70 |
| | u | 2 | 1 | 1 | 1 | 1 | | 1 | 7 |
| C | c | 26 | 10 | 23 | 8 | 11 | 23 | 25 | 126 |
| PL005 | e | 32 | 38 | 21 | 9 | 21 | 19 | 31 | 171 |
| | f | 86 | 70 | 95 | 22 | 47 | 57 | 77 | 454 |
| | s | 16 | 8 | 8 | 4 | 12 | 6 | 8 | 62 |
| | u | | 1 | | | | 5 | 1 | 7 |
| I | c | Participant did not submit a journal for this data set | 18 | 19 | 9 | 17 | 11 | 15 | 89 |
| SS006 | e | | 22 | 21 | 10 | 11 | 14 | 24 | 102 |
| | f | | 94 | 80 | 43 | 78 | 40 | 58 | 393 |
| | s | | 14 | 8 | 3 | 16 | 4 | 11 | 56 |
| | u | | 1 | 1 | | | | 5 | 7 |
| F | c | 24 | 17 | 21 | 5 | 20 | 19 | 23 | 129 |
| TK004 | e | 31 | 24 | 25 | 17 | 23 | 18 | 22 | 160 |
| | f | 83 | 83 | 87 | 37 | 62 | 82 | 82 | 516 |
| | s | 20 | 10 | 8 | 8 | 17 | 8 | 15 | 86 |
| Total | | 788 | 899 | 810 | 411 | 687 | 622 | 781 | 4998 |

Appendix M: Data as Percentages

| Teacher | Type | DS_1 | DS_3 | DS_4 | DS_5 | DS_6 | DS_7 | DS_8 |
|---------|------|---|-------|-------|-------|-------|-------|-------|
| H | c | 13.0% | 13.2% | 12.9% | 16.9% | 19.5% | 12.4% | 11.5% |
| JR001 | e | 23.7% | 18.0% | 25.0% | 15.7% | 13.0% | 13.4% | 25.4% |
| | f | 58.6% | 54.0% | 54.3% | 56.2% | 44.2% | 59.8% | 49.2% |
| | s | 4.1% | 14.3% | 7.9% | 9.0% | 23.4% | 12.4% | 13.8% |
| | u | 0.6% | 0.5% | 0.0% | 2.2% | 0.0% | 2.1% | 0.0% |
| G | c | 14.8% | 16.0% | 15.5% | 13.1% | 17.9% | 20.6% | 13.9% |
| KP003 | e | 16.9% | 19.0% | 20.2% | 23.4% | 13.9% | 20.0% | 28.3% |
| | f | 59.3% | 59.5% | 56.0% | 55.1% | 52.3% | 48.4% | 52.6% |
| | s | 9.0% | 4.5% | 8.3% | 8.4% | 15.9% | 10.3% | 5.2% |
| | u | 0.0% | 1.0% | 0.0% | 0.0% | 0.0% | 0.6% | 0.0% |
| A | c | 14.3% | 15.0% | 8.2% | 25.0% | 17.7% | 10.9% | 16.0% |
| MM002 | e | 17.9% | 12.0% | 12.9% | 2.5% | 12.9% | 17.2% | 19.8% |
| | f | 54.5% | 63.0% | 67.1% | 65.0% | 52.4% | 57.8% | 53.1% |
| | s | 11.6% | 9.0% | 10.6% | 5.0% | 16.1% | 14.1% | 9.9% |
| | u | 1.8% | 1.0% | 1.2% | 2.5% | 0.8% | 0.0% | 1.2% |
| C | c | 16.3% | 7.9% | 15.6% | 18.6% | 12.1% | 20.9% | 17.6% |
| PL005 | e | 20.0% | 29.9% | 14.3% | 20.9% | 23.1% | 17.3% | 21.8% |
| | f | 53.8% | 55.1% | 64.6% | 51.2% | 51.6% | 51.8% | 54.2% |
| | s | 10.0% | 6.3% | 5.4% | 9.3% | 13.2% | 5.5% | 5.6% |
| | u | 0.0% | 0.8% | 0.0% | 0.0% | 0.0% | 4.5% | 0.7% |
| I | c | Participant did not submit a journal for this data set | 12.1% | 14.7% | 13.8% | 13.9% | 15.9% | 13.3% |
| SS006 | e | | 14.8% | 16.3% | 15.4% | 9.0% | 20.3% | 21.2% |
| | f | | 63.1% | 62.0% | 66.2% | 63.9% | 58.0% | 51.3% |
| | s | | 9.4% | 6.2% | 4.6% | 13.1% | 5.8% | 9.7% |
| | u | | 0.7% | 0.8% | 0.0% | 0.0% | 0.0% | 4.4% |
| F | c | 15.2% | 12.7% | 14.9% | 7.5% | 16.4% | 15.0% | 16.2% |
| TK004 | e | 19.6% | 17.9% | 17.7% | 25.4% | 18.9% | 14.2% | 15.5% |
| | f | 52.5% | 61.9% | 61.7% | 55.2% | 50.8% | 64.6% | 57.7% |
| | s | 12.7% | 7.5% | 5.7% | 11.9% | 13.9% | 6.3% | 10.6% |

Appendix N: Emotive Word Counts

Interesting view of emotive words across all participants and all data sets



Appendix O: Teacher Demographics

| Teacher | Also known as: | Gender | Year | Race | Age | K-12 License (or in progress) |
|---------|----------------|--------|------|----------------|----------|-------------------------------|
| JR001 | Teacher H | Female | 2nd | White | Under 40 | No |
| MM002 | Teacher A | Female | 2nd | White | Under 40 | Yes |
| KP003 | Teacher G | Female | 2nd | White | Over 40 | Yes |
| TK004 | Teacher F | Female | 2nd | White | Under 40 | No |
| PL005 | Teacher C | Male | 1st | White | Under 40 | No |
| SS006 | Teacher I | Female | 2nd | Middle Eastern | Over 40 | No |

Teacher B and Teacher E withdrew from the study before its conclusion and so are not represented in this table.

Teacher D represents the researcher/facilitator and so is not represented in this table.